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ABSTRACT

THIS REPORT DESCRIBES THE CONSTRUCTION, VALIDATION,
AND RELIABILITY TESTS OF THE WISCONSIN SIGNIFICANT OTHER BATTERY.
WISOB IS USED TO IDENTIFY "SIGNIFICANT OTHERS" AND TO MEASURE THEIR
EDUCATIONAL AND OCCUPATIONAL EXPECTATIONS FOR HIGH SCHOOL STUDENTS.
EVIDENCE FROM THE REPORT INDICATES THAT WISOB PROVIDES A VALID,
RELIABLE, ECONOMICAL, RAPIDLY ADMINISTERED, AND RAPIDLY SCORED SET OF
INSTRUMENTS THAT: (1) IDENTIFIES THOSE PERSONS WHO, AT THE TIME OF
ADMINISTRATION, ARE EXERTING IMPORTANT INFLUENCE OVER THE EDUCATIONAL
AND OCCUPATIONAL ASPIRATIONS OF HIGH SCHOOL YOUTH, AND (2) MEASURES
THE EXPECTATIONS THAT THOSE INFLUENTIAL PEOPLE HOLD FOR THE
EDUCATIONAL AND OCCUPATIONAL ATTAINMENT OF THE HIGH SCHOOL STUDENTS.
WISOB IS MEANT AS A SHORT-TERM, IMMEDIATE TOOL THAT MAY BE USED TO
HELP MOTIVATE MORE YOUTH TOWARD HIGHER OCCUPATIONAL LEVELS AND TOWARD
THE HIGHER-LEVEL EDUCATION NEEDED TO OBTAIN THOSE OCCUPATIONS. NOT
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Youth

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The University of Wisconsin
Madison, Wisconsin
July, 1968

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PREFACE AND ACKNOWLEDGMENTS

The Significant Other Project was conceived out of both practical and theoretical concerns. The United States currently faces several critical problems. Many of these are either caused or exacerbated by an uneven distribution of economic resources. In a climate of rapidly increasing automation, lower-level and unskilled jobs are diminished and higher-level occupations are created. It has traditionally been part of the role of the educational system to educate people to fill these higher-level positions. To a large extent we have not been successful so far. The Wisconsin Significant Other Battery (WISOB) is meant as a short-term, immediate tool which may be used to help motivate more youth to aspire toward higher occupational levels and to the higher-level education needed to attain those levels. But even though some, or even many, individuals may be helped by this tool, it will not solve more than a fraction of the problem.

The theoretical question of how people make decisions is even more important. It is the conviction of the authors that the applied concerns of this research need not detract from sound and important theoretical work. On the contrary, we have tried to clarify the theoretic base of individual decision-making in real life interpersonal contexts, and to use this information in formulating questionnaire instruments which, we hope, may help solve the practical problem.

The task was complicated by the fact that codified, empirically tested theory upon which the WISOB could be constructed was not available. After the theoretical statement (cf. Chapter II) had been drawn up, it turned out that no less than seventeen questionnaire instruments (not counting those tried and rejected) had to be constructed to do an adequate job. Some of these instruments (particularly the instruments for detecting Significant Others) are quite unusual, and required unusual research procedures.

The Department of Rural Sociology, The University of Wisconsin and the granting agencies involved were generous and helpful, but the size of the task made us continually feel the pressure of time and budgetary restrictions. Although we are pleased by the results of the research, signs of haste will no doubt be detected at least in the preparation of this report if not elsewhere. This haste is not meant to imply that we did not do what we did as well as we could, but rather that there are many things we wanted to do that we could not.

We remain deeply in the debt of the staff of the Significant Other Project. Elizabeth M. Schweitzer contributed significantly to the organization, execution and analysis of the large-scale pretest of instruments in Eau Claire, Wisconsin. George W. Ohlendorf directed the large staff during administration and coding of the final reliability

and validity sampling, provided considerable bibliographic assistance, and prepared the tables for the final report.

We are indebted also to Donald P. Cushman, John Woelfel, Linnea Lind, Marcia Valcarcel, Antonio Valcarcel, Mary Louise Woelfel, Sandra Goodkind, Alejandro Portes, Sylvia Marek, Ruth Vetter, Varda Fink, James and Suzanne Converse, James Goldsmith, Thomas H. Clover, Nora Camacho, Paul Lind, Susan Lind, Lylas Brown, Mildred Lloyd, and Audrey Heim. Helcio U. Saraiva's special computer programming was indispensable, and we thank him sincerely.

Besides the Office of Education which provided the main funding, we are indebted to the following agencies for support and assistance: The Department of Rural Sociology, The Graduate School, The Institute for Research on Poverty of the University of Wisconsin (under the U.S. Office of Economic Opportunity), the University's Agricultural Experiment Station and especially North Central Regional Research Committee No. 86, and the University of Wisconsin Computing Center for their kind assistance in computations.

We owe a special debt to the administrations, faculties, students and parents at West Bend High School, Watertown High School, Eau Claire Memorial High School, Milton Union High School, Oregon Central High School, Milwaukee Washington High School, Milwaukee North Division High School, and Edgewood High School in Madison.

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SUMMARY

A theory of attitude formation and structure is used as the basis for developing a way to identify a youth's "significant others" (SOs) in the area of educational and occupational attainment. An object may be defined directly by saying what it is, or indicating through its "filters" by defining the categories of which it is assumed to be a member. The self may be similarly defined. In this study the objects are the educational and occupational prestige hierarchy and the levels of these continua which may be selected by youths or their SOs as most relevant to the youths. Object filters are the common meanings popularly associated with education and occupation (here classified into "intrinsic nature," "intrinsic function," "extrinsic nature," and "extrinsic function," each of which is operationalized in everyday terms). The self is the individual youth's self-conception. His perceived relationships to the above object filters are used as filters for the self in this area of behavior. There are two types of significant others. Definers who in conversation communicate self or object definitions to the youth, and models, who, through their behavior, illustrate a definition of the self or object.

Regarding education and occupation, the basic concern here is with gradient (or "level") aspects--the number of years of school a person may complete or the level of the occupational prestige hierarchy he may attain. Ultimately it is found that there are four types of significant others based upon the combination of what they exhibit if they are models; their own levels of attainment or their own aspiration levels for themselves; and upon the level of the expectations they hold for the youth if they are definers. Definers who are role incumbent models may influence Ego through (A) their levels of expectation for him, (B) their own levels of attainment, and (C) their levels of self-aspiration; Definers who are not role incumbents through (A) and (C); Models who are role incumbents but not definers through (B) and (C); and non-definers who are not role incumbents through (C) only. Of these variables, level of expectations is evidently the most powerful, and that is the main SO variable studied in this report. In all cases "expectations" are what one person holds for another, and "aspirations" are what a person holds for himself.

The Wisconsin Significant Other Battery (WISOB) was devised and tested herein as an instrument (1) to identify any youth's SOs regarding education and occupation; and (2) to measure the variables, primarily expectation levels, by which the SO influences the youth.

Detailed interviews, based on a preliminary Identifier Protocol, were held with each of a purposive sample of youth. A sample of the SOs identified in these interviews was then taken,

one for each youth, and they too were interviewed in depth. All such interviews were typed and contents analyzed to provide leads as to how to operationalize the theory. Preliminary WISOB SO Elicitor (SOE) forms were pretested on a sample of 20 high school students in Milton, Wisconsin, and another of 20 high school students in Madison, Wisconsin. The WISOB SOEs were refined and finally tested for wording and administrative problems, as well as to train staff, on a sample of 429 high school juniors at Eau Claire, Wisconsin. This form identifies SOs by name. They are models and definers as indicated in the first paragraph. Because much was already known about how to measure the gradient-level aspects of educational and occupational orientations from previous work on levels of aspiration, these steps were not needed for the influence elicitors. The WISOB SO Expectation Elicitors (SOEE) are forms designed to measure the levels of expectation that SO holds for the youth (where SO is a definer) or that SO thinks appropriate for himself (if SO is only a model).

Test-retest reliability data for the WISOB SOEs were taken two months apart on a sample of 292 Watertown, Wisconsin high school seniors. The data show that the SOEs are fairly reliable but that the phenomena themselves undergo some change during such a period. Used as a screen the SOEs seem quite satisfactory in that they identify most of the most important SOs quite well.

The WISOB SOEEs were tested for validity and reliability (over two months) on a basic subsample of 100 SOs (with high non-response rates for various reasons) drawn from 109 high school seniors in West Bend, Wisconsin. (The total number of SOs of this group was 898). The validity of the WISOB Significant Other Elicitors was also tested on this sample. The test-retest reliability coefficients of the WISOB SOEEs are between +.72 and +.85. Various tests of validity were made of both WISOB batteries (SOE and SOEE). They show both instruments to be quite valid. Correlations between SO levels of expectation (and related variables) and youths' levels of aspiration are presented. These are high and positive. It is concluded that the instruments are reliable, valid, and practicable.

CHAPTER I.

INTRODUCTION

1. The Field of Study:

Sociologists, in their professional interest in the description of societies, have always expressed a particular concern for stratification. In societies where status or class boundaries are not rigidly fixed, considerable sociological attention tends to be focused on vertical mobility. In contemporary America, where technological advancement has tended to create both absolutely and proportionally more positions in the higher levels of the occupational hierarchy more rapidly than it has been able to elevate people to fill them, the practical need for such research has become increasingly felt. The practical search has been for the sources of upward mobility. In an effort to answer this question, sociologists have sought characteristic differences between those individuals who occupy high status positions and those who do not.

One of the clearest of such characteristic differences located was educational attainment.¹ Educational level has clearly and consistently been found to be correlated with occupational attainment--so much so, in fact, that educational and occupational variables often are treated together under the general assumption that both are probably controlled by the same or related set of factors and have parallel consequences for mobility.²

1. Bruce K. Eckland, "Academic Ability, Higher Education and Occupational Mobility," American Sociological Review, 30, 1965, pp. 735-746; Peter M. Blau and Otis Dudley Duncan, The American Occupational Structure, New York, John Wiley & Sons, 1967.

2. Lee G. Burchinal, Career Choices of Rural Youth in a Changing Society, North Central Regional Publication No. 142, Agricultural Experiment Station, University of Minnesota, Minneapolis, St. Paul, 1962; A. O. Haller, "Research Problems on the Occupational Achievement Levels of Farm-Reared People," Rural Sociology, 23, 1958, pp. 355-362; A. O. Haller, C. E. Butterworth, "Peer Influences on Levels of Occupational and Educational Aspirations," Social Forces, 38, 1960, pp. 389-395; A. O. Haller and Wm. H. Sewell, "Farm Residence and Levels of Educational and Occupational Aspirations," American Journal of Sociology, 62, 1957, pp. 407-411; James T. Horner, James G. Buterbaugh, and J. J. Carefoot, Factors Relating to Occupational and Educational Decision Making of Rural Youth, University of Nebraska, Agricultural Experiment Station, Agricultural Education Report #1, p. 27; Wm. H. Sewell, A. O.

Psychological literature leans more toward individual variables, such as psychological causes of behavior³ and motives impelling achievement.⁴ Sociologists, too, have directed a great deal of attention to the question of educational attainment. Much of this material is large-scale in nature, involving regional⁵ and demographic variables such as age⁶, sex⁷, race⁸, and residence, both large (rural-urban)⁹ and small (neighborhood, local area)¹⁰ in scale.

A third and much smaller current of theory and research directed at the area of vertical mobility, basically social-psychological in focus, has emerged from two separate sources.

Haller and M. A. Straus, "Social Status and Educational and Occupational Aspiration," American Sociological Review, 22, 1957, pp. 57-73;
W. L. Slocum, Occupational and Educational Plans of High School Seniors from Farm and Nonfarm Homes, University of Washington, Agricultural Experiment Station Bulletin #564.

3. Henry Borow, "Development of Occupational Motives and Role," in Lois Wladis Hoffman and Martin L. Hoffman, eds., Review of Child Development Research, Vol. 2, New York, Russell Sage Foundation, 1966, pp. 373-422.

4. David C. McClelland, The Achieving Society, Princeton, New Jersey D. Van Nostrand Company, Inc., 1961.

5. James S. Coleman, et. al., Equality of Educational Opportunity, Washington, D. C., Superintendent of Documents, U.S. Government Printing Office, 1966.

6. Lee G. Burchinal, op. cit.

7. Coleman, ibid.

8. Coleman, ibid.

9. Calvin L. Beale, John C. Hudson and Vera J. Banks, Characteristics of the U. S. Population by Farm and Nonfarm Origin, Washington D. C., Agricultural Economic Report No. 66, U. S. Department of Agriculture, December, 1964; and also ibid.

10. Wm. H. Sewell and Michael Armer, "Community of Residence and College Plans," American Sociological Review, 29 February, 1964, pp. 24-38.

(1) The apparent tendency of rural youth to attain lower levels of education and occupational prestige called out the serious concern of rural sociologists. In 1955, Lipset suggested that the lower levels of attainment of rural youth might be due to lower aspirations resulting from a poverty of environmental influences favorable to high attainment.¹¹ This tended to lead rural sociologists in particular to a greater concern for, on the one hand, the relationship between aspirations and attainments, and, on the other, the variables influencing aspirations. Shortly thereafter, a large body of relevant data consisting of a total enumeration of the graduating seniors of the State of Wisconsin in 1957 was made available to the University of Wisconsin, and provided a spur to this kind of research. Although these were certainly not the only influences operating, the depressed levels of educational and occupational attainment of rural youth, along with the suggestion of low levels of aspiration due to environmental deficiencies in rural areas led to a relatively great concentration of rural sociological interest in the social psychology of mobility.¹²

11. Seymour M. Lipset, "Social Mobility and Urbanization," Rural Sociology, 20, 1955, pp. 220-338.

12. Anthony J. Diekema, Level of Occupational Aspiration, Performance in College and Facilitation, A Preliminary Test of Certain Postulates Concerning the Relationship Between Attitudes and Behavior, unpublished Ph.D. dissertation, Michigan State University, East Lansing, 1965; A. O. Haller and Irwin Miller, The Occupational Aspiration Scale: Theory, Structure and Correlates, East Lansing, Michigan. Agricultural Experiment Station Technical Bulletin No. 288; Haller, Sewell and Portes, "Educational and Occupational Achievements of Wisconsin Farm Boys," paper presented at the joint sessions of the Rural Sociological Society and the American Sociological Association San Francisco, August, 1967; William Frederick Rushby, Location in Social Structure, Significant Others and Levels of Educational and Occupational Aspirations: An Exploration Analysis, unpublished MA thesis, Michigan State University, East Lansing, 1966; Elizabeth Schweitzer, Exploratory Research Into the Relationship Among Socio-economic Status, Significant Other Influences and Level of Occupational Aspiration, unpublished Master's thesis, University of Wisconsin, Madison, 1968; Wm. H. Sewell and Alan Openstein, "Community of Residence and Occupational Choice," American Journal of Sociology, 70, March, 1965, pp. 551-563; Wm. H. Sewell and Vimal P. Shah, "Social Class, Parental Encouragement and Educational Aspirations," American Journal of Sociology, 70, March, 1965, pp. 551-563; Wm. H. Sewell

(2) The second major current of social-psychological interest in educational and occupational mobility stems largely from Harvard University and a research project initiated by Samuel Stouffer. The combined interest in educational questions and Stouffer's previous concern for reference groups¹³ led to a social psychological concern toward educational attainments in particular, as evidenced in the early work of Kahl¹⁴, Cohen¹⁵, Bordua¹⁶, Shael¹⁷, et. al.

The distinguishing characteristic of the social-psychological school has been the two-step analysis of on the one hand the relationship between aspirations and attainments and on the other structural variables and aspirations. Research within this area has generally tended to confirm the relationship between aspirations and attainments. Kuvlesky and Bealer, as of September, 1967, find only six longitudinal researches concerned with the relation between occupational aspirations and occupational attainments, and these, along

Vimal P. Shah, "Social Class, Parental Encouragement and Educational Aspirations," American Journal of Sociology, 73, 1968, pp. 559-572; Joseph Woelfel, "A Paradigm for Research on Significant Others," unpublished paper presented at joint sessions of the American Sociological Association and the Society for the Study of Social Problems, San Francisco, August, 1967.

13. Samuel Stouffer, et. al., The American Soldier, Vol. I, Princeton, New Jersey, Princeton University Press, 1949, pp. 124-130.

14. Joseph A. Kahl, "Educational and Occupational Aspirations of 'Common Man' Boys," Harvard Educational Review, 23, Summer, 1953, pp. 186-203.

15. Elizabeth G. Cohen, Parental Factors in Educational Mobility, unpublished PhD. thesis, Radcliffe College, 1958.

16. David J. Bordua, "Educational Aspirations and Parental Stress on College," Social Forces, 38, 1960, pp. 262-269.

17. Paul D. Shea, Parental Influence on College Planning by Boys and Girls of High Ability in the Sixth to the Ninth Grades, unpublished Ed.D. thesis, Harvard University, Graduate School of Education, 1964.

with their own study, provide some support for the relationship¹⁸, albeit moderate.¹⁹

Similarly, educational aspirations are associated with educational attainments.²⁰ Educational aspirations and occupational aspirations are themselves intercorrelated, and educational aspirations and occupational attainments as well as occupational aspirations and educational attainments are positively associated.²¹ It is safe to say that the evidence of an important relationship between educational and occupational aspirations and educational and occupational attainments is substantial.

The other half of the social-psychological focus has been on the factors upon which educational and occupational aspirations depend. The question of first interest to rural sociologists is that of the hypothesized depression of aspiration level for rural youth. Surprisingly, while (within male samples) generally aspirations of rural youth were lower²², this depression apparently is attributable to those rural youth planning to farm, and that controlling for this subgroup there is no rural-urban difference in aspiration level.²³ But

18. William P. Kuvlesky and Robert C. Bealer, "The Relevance of Adolescents: Occupational Aspirations for Subsequent Job Attainments," Rural Sociology, 32, September, 1967, pp. 290-301.

19. Aspirations themselves, though seem to be rather complex structures. Haller and Miller, for example, speak of real and ideal aspirations, long-range and short-range aspirations and the combinations of those. (See A. O. Haller and Irwin Miller, op. cit. Kuvlesky and Bealer limit themselves to idealistic long-range aspirations, and consequently their relationships are depressed accordingly.

20. The aspirations so associated are not early childhood desires, but later ones usually formed in high school. See Lee G. Burchinal, op. cit.

21. Wm. H. Sewell, A. O. Haller and Alejandro Portes, op. cit.

22. A. O. Haller and Wm. H. Sewell, "Farm Residence and Levels of Educational and Occupational Aspirations," op. cit.

23. A. O. Haller and Wm. H. Sewell, ibid.; Lee G. Burchinal, Career Choices of Rural Youth in a Changing Society, op. cit.; A. O. Haller, "The Occupational Achievement Process of Farm-Reared Youth in Urban-Industrial Society," Rural Sociology, 25, 1960, pp. 321-333; Sewell, however, presents different findings. See Wm. H. Sewell, "Community of Residence and College Plans," American Sociological Review, 29, 1964, pp. 24-38.

if aspirations are not related to community of residence when controlling for plans to enter farming, research indicates that they are related to personal ability²⁴ and Socio-economic status (SES).²⁵

It is interesting that of the two most important characteristics associated with high aspirations are SES and ability. Insofar as ability is partly measured by academic achievement (GPA), and since ability is liable to lead to achievement anyway, it would seem that high aspirations come to those who are already in some measure high achievers. But those of higher SES are also by definition members of high achieving families, and thus, by implication are themselves high achievers. This argument suggests that who one wants to be (aspirations) is largely a function of what he thinks he is (or possibly what he thinks he will be). Super²⁶ was the first to stress this importance of the self conception as an important variable in the educational and occupational attainment process. In an unpublished paper, Sewell, Haller and Portes reaffirm the importance of self conception as another way of looking at aspirations.²⁷

24. See, for example, H. K. Schwarzweller, Socio-cultural Factors and the Career Aspirations and Plans of Rural Kentucky High School Seniors, University of Kentucky, Agricultural Experiment Station Bulletin #664; A. O. Haller, "The Influence of Planning to Enter Farming or Plans to Attend College," Rural Sociology, 22, pp. 127-141.

25. James T. Horner, James G. Buterbaugh and J. J. Carefoot, op. cit.; LaMar Empey, "Social Class and Occupational Aspiration: A Comparison of Absolute and Relative Measurement," American Sociological Review, 21, 1956, pp. 703-709.

26. Donald E. Super, The Psychology of Careers, New York, Harper and Brothers, 1957.

27. Sewell, Haller and Portes, op. cit. This recognition is not pursued; however, little is said about what the self conception is or how, precisely, it affects aspirations or behavior. In fact, in a later version the self conception drops out of the analysis altogether, because no plausible operationalization was available in their data, and because it also makes sense to think of aspirations as a component part of the self conception anyway.

To summarize briefly, at this point a model of the achievement process is beginning to emerge. Apparently, SES, ability and performance influence educational and occupational aspects of the person's self conception, which in turn is manifested in his educational and occupational aspirations and which subsequently exercise some influence over educational and occupational attainments. But the picture is more complicated than this simple model suggests. First of all, the process by which SES, ability and performance variables (like I.Q. and Grade Point Average) influence the self conception is still open. That ability and grade point average influence the self conception is not a hard assumption, and Brookover, et. al., have shown that the self conception is related to school performance, even when controlling intelligence.²⁸ Grade Point Average can be seen to provide a ranking of students, and in the social comparison process²⁹ students can estimate their appropriateness relative to their peers for higher education and occupational positions.³⁰

It would have been unlikely for the educational researchers working with Stouffer to overlook the implications of reference groups for this process. Bordua³¹ explicitly suggested that the relationship between SES and educational aspirations was mediated by the expectations of parents, but he failed to control for I.Q. in his research. Sewell and Shah³² tested the same hypothesis (that the children of high status parents are more regularly expected to go to college), this time with appropriate controls, and while the correlation between

28. Wilbur B. Brookover, Ann Paterson, and Shailer Thomas, Self-Concept of Ability and School Achievement, Final Report of Cooperative Research Project No. 834, East Lansing, Michigan, College of Education, Office of Research & Publications, Michigan State University, 1962.

29. Leon Festinger, "A Theory of Social Comparison Process," Human Relations, 1954, 7, pp. 117-140.

30. Walter L. Slocum, "The Influence of Peer Group Culture on the Educational Aspirations of Rural High School Students," paper presented at the annual meetings of the Rural Sociological Society, Chicago, August, 1965.

31. David J. Bordua, op. cit.

32. Sewell and Shah, "Social Class, Parental Encouragement and Educational Aspirations," op. cit.

SES and educational aspirations did not disappear, it was substantially reduced.

Generally the question of interpersonal influences has been considered under two different names in the educational and occupational attainment process literature: reference groups and significant others, with some researchers using the terms interchangeably.³³ Sewell, Haller and Portes, opting for the latter usage, constructed and tested a model incorporating all the variables discussed so far in this chapter.³⁴ They consider all major interpersonal influence, such as parents' expectations, comparison with peers, etc., to be one major variable, which they term "significant others' influence" (SOI). Conceptually, at least two basic kinds of such influences are recognized.³⁵ The first is the kind of influence exercised by people who serve as points of comparison for ego--those against whom ego assesses his own abilities, performances, etc. The second is that exercised by those who hold expectations for ego--those who have hopes, plans, estimates of ego's ability, etc., and communicate these to ego. Operationally, the authors define SOI as parents' pressure toward college, teachers' pressure toward college and friends' plans. All these are simple dichotomous variables based on ego's perception of whether or not his parents and teachers expect him to go to college or not and whether or not his friends plan to go to college or not. The authors then insert this new variable into the analysis and the result is Figure One. Figure One indicates that (1) I.Q. tends to influence grade point average (GPA), (2) conjointly, GPA and SES affect significant others' influence, (3) significant others' influence and GPA affect educational and occupational aspirations, which then (4) have an effect on educational and occupational attainment. The amount of variance in the dependent variables accounted for by the model is particularly impressive when we consider (1) that the linear regression model used for analysis implies a linear relationship between all variables, and this may not be the case, and (2) some measurement error can be expected to intrude on the system at each stage. This is particularly true in the case of

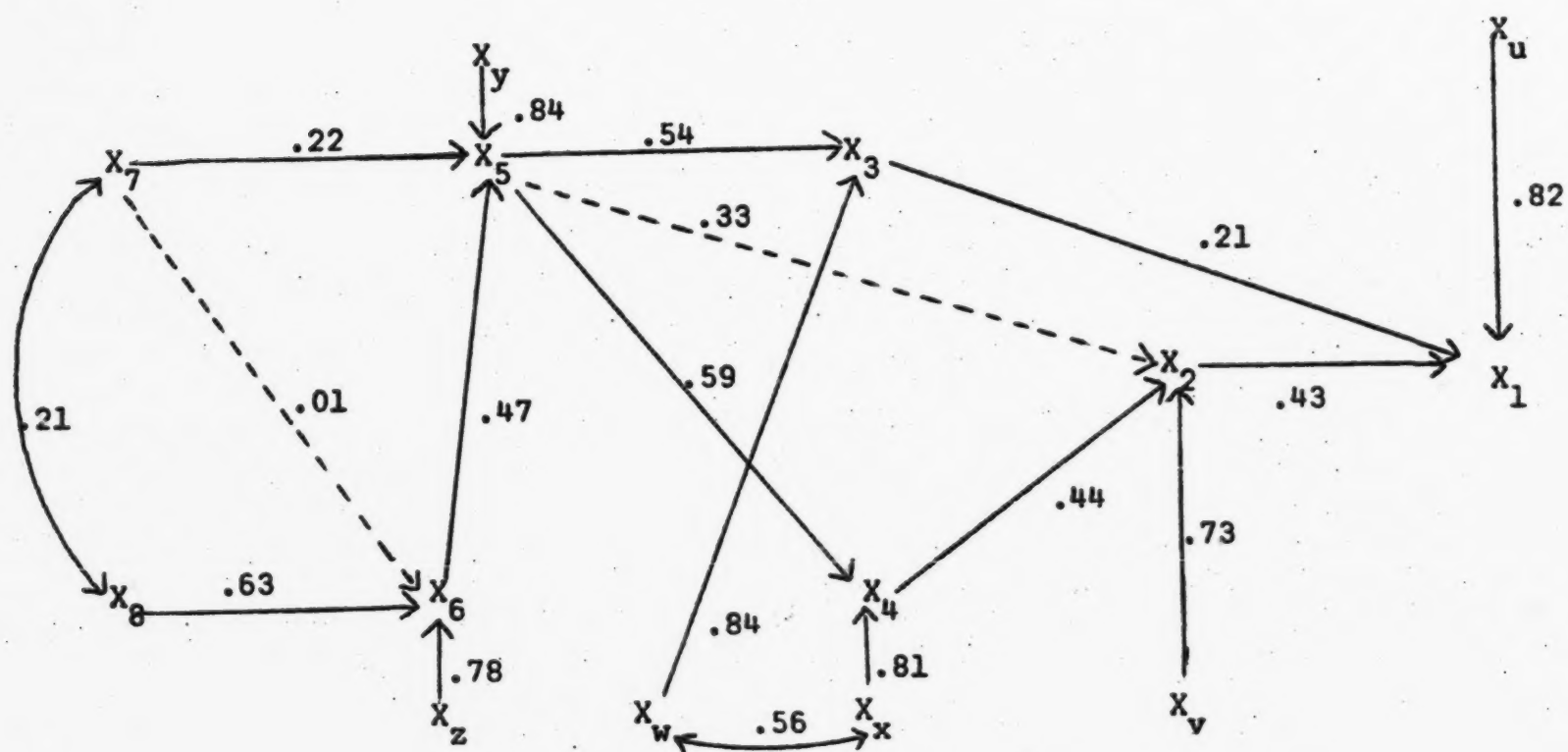
33. Diekema, op. cit., pp. 60 ff.

34. Haller, Sewell and Portes, op. cit.

35. Harold H. Kelly, "Two Functions of Reference Groups," in G. E. Swanson, T. M. Newcomb and E. L. Hartley, eds., Readings in Social Psychology, New York, Holt, 1952, pp. 410-414.

Figure 1

Path Coefficients of Antecedents
of Educational and Occupational Attainment Levels*



X_1 - Occupational Attainment

X_2 - Educational Attainment

X_3 - Level of Occupational Aspiration

X_4 - Level of Educational Aspiration

X_5 - Significant Others' Influence

X_6 - Academic Performance

X_7 - Socioeconomic Status

X_8 - Mental Ability

*Permission to reproduce this diagram which appears in the February 1969 issue of the American Sociological Review has been granted by the American Sociological Association.

significant others' influence, which is a fairly crude measurement. This index suffers from two major problems: (1) the influence of significant others is not directly measured--only ego's perception of it is; (2) the list of persons involved--parents, teachers and friends--may not be an accurate rendering of "significant others." Not all incumbents of these roles may be significant others for each individual, and there may be other significant others for a given ego who do not fit any of these major role relationships.

Even though there are theoretical and operational problems, the injection of an interpersonal influence variable into the analysis has explained a good deal of variation between educational and occupational attainments and SES, I.Q. and GPA. These interpersonal influences, viewed as intermediaries between social structure and personality variables appear to be among the most fruitful of areas for future theory and research on the educational and occupational attainment process. The research reported herein is directed into the area of interpersonal influences on the educational and occupational attainment process.

2. Previous Theory and Research on Interpersonal Influence:

Obviously the literature on interpersonal influence is too wealthy to allow any thorough review here. The literature which has in fact been used most in educational and occupational mobility studies has revolved mainly around the two terms mentioned in Section One, reference group and significant others, and these are the terms that will be dealt with here. Even these two terms, however, defy review in such limited space, and so the major emphasis, apart from a very general discussion, will rest with their uses in the educational and occupational attainment process literature.

A. Reference Group:

While the literature on reference group is much too large to allow a thorough review here, it is also fairly well known.³⁶ Generally

36. S. E. Asch, "Effects of Group Pressure upon the Modification and Distortion of Judgments," Readings in Social Psychology, Maccoby, Newcomb, Hartley, eds., New York, Holt, 1958, p. 174; Kurt W. Back, "Influence Through Social Communication," Readings in Social Psychology, Maccoby, Newcomb, Hartley, eds., New York, Holt, 1958, p. 281; W. W. Charters and Theodore M. Newcomb, "Some Attitudinal Effects of Experimentally Increased Salience of a Membership Group," Readings in Social Psychology, Maccoby, Newcomb, Hartley, eds., New York, Holt, 1958, p. 276; Leon Festinger, "A Theory of Social Comparison Processes" in Hare, Borgatta and Bales, Small Groups, pp. 163-187. Also Bobbs-Merrill Reprint, p. 111; Eugene Hartley, "Psychological Problems

attributed to Hyman³⁷ the term has taken on a wealth of meanings and has been used in a variety of ways. Lindesmith and Strauss define a reference group as "...any group with which a person psychologically identifies himself or in relation to which he thinks of himself."³⁸ Muzafer Sherif, who has made extensive use of the concept suggests that "...reference groups can be characterized simply as those groups to which the individual relates himself as a part or to which he

of Multiple Group Memberships," in Social Psychology at the Crossroads, John H. Rohrer and Muzafer Sherif, eds., pp. 371-386; Herbert Hyman, "The Psychology of Status," Archives of Psychology, No. 269, June, 1942; Harold H. Kelly, "Two Functions of Reference Groups," in Readings in Social Psychology, Guy E. Swanson, Theodore M. Newcomb, and Eugene L. Hartley, eds., pp. 410-414; Robert Merton, "Contributions to the Theory of Reference Group Behavior," Social Theory and Social Structure, revised edition, pp. 225-280; Theodore M. Newcomb, "Attitude Development as a Function of Reference Groups" in Readings in Social Psychology, Swanson, et. al., eds., op. cit., p. 265; Theodore M. Newcomb, "Social Psychological Theory," Rohrer and Sherif, eds., op. cit., p. 48; Theodore M. Newcomb, Social Psychology, New York, Holt, 1961, pp. 225-232, 240-243, 260; Theodore M. Newcomb, Ralph H. Turner, Philip E. Converse, Social Psychology, New York, Holt, Rinehart and Winston, 1965, pp. 109-110, 145-147, 253; Muzafer Sherif, An Outline of Social Psychology, New York, Harper, 1948, pp. 105-106, 123; Muzafer Sherif, "Group Influences upon the Formation of Norms and Attitudes," Readings in Social Psychology, Swanson, et. al., eds., op. cit., p. 219; Tamutsu Shibutani, "Reference Groups as Perspectives," American Journal of Sociology, LX, May, 1955, pp. 562-569; Alberta E. Siegel and Sidney Siegel, "Reference Groups, Membership Groups, and Attitude Change," The Journal of Abnormal and Social Psychology, 55, November, 1957; Samuel Stouffer, et. al., The American Soldier, Princeton University Press, 1949, Vol. I, pp. 410-429; Ralph H. Turner, "Role-Taking, Role Standpoint, and Reference-Group Behavior," American Journal of Sociology, 61, January, 1956.

37. Hyman, op. cit.

38. Alfred R. Lindesmith and Anselm Strauss, Social Psychology, New York, The Dryden Press, 1956, pp. 46-80.

aspires to relate himself psychologically.³⁹

Merton and Rossi, while not themselves offering a definition, nonetheless provide examples of typical cases of the use of the term, but note that the content of the concept varies even though the same term is used. They note, for example, that servicemen serving overseas in World War II sometimes compared themselves with members of their own groups to determine their feelings about being in the army. Sometimes, however, individuals would use non-membership groups as standards of reference in defining attitudes. Here they cite the case, for example, of the raw army recruit forming his attitudes toward combat on the basis of judgments supplied by seasoned combat veterans.⁴⁰ Both these groups were termed "reference groups." Nor were these by any means the only kinds of situations in which individuals formed attitudes in reference to other groups. Theodore Newcomb further complicates matters by pointing out the existence of what he termed "positive" and "negative" reference groups, the former being a group whose attitudes one adopts, and the latter a group whose attitudes one rejects.⁴¹ Men can form attitudes, then, in reference to groups of which they are members, or in reference to groups of which they are not members. They may form attitudes by accepting the attitudes expressed by a reference group, or by rejecting those attitudes and the attitudes formed may be segmental or pervasive.⁴²

This, of course, does not exhaust even the most important uses of the term. There does seem to be a common element, though, prevailing all the uses of reference group terminology. Reference groups are always seen as groups which exercise influence over some personal characteristics (e.g., attitude, self-conception) of the individual. There is consensus over what reference groups do, but disagreement as to what they are and how they do it. More specifically, it is probably more accurate to say not that there is disagreement over what reference groups are, but rather that many different sociologists have

39. Muzafer Sherif, "Reference Groups in Human Relations," Sociological Theory, Lewis A. Coser and Bernard Rosenberg, eds., MacMillan, New York, 1964, p. 273.

40. Robert K. Merton and Alice S. Rossi, "Contributions to the Theory of Reference Group Behavior," Social Theory and Social Structure, R. K. Merton, Glencoe, Illinois, The Free Press, 1956, pp. 225-256.

41. Newcomb, op. cit.

42. Turner, op. cit.

suggested many different ways in which reference groups may operate, and although there are many, they are not necessarily contradictory. Probably the primary distinction among reference groups is that between those which stand as points of comparison for the individual's definition of himself and those whose members hold expectations for ego. Within each type, sociologists have suggested several hypothetical persons for their efficacy. Reference groups may stand as points of comparison, for example, because the individual belongs to them, aspires to belong to them, differentiates himself from them, interacts frequently with them, holds strong positive or negative feelings toward them, etc. An individual may accede to the expectations of those groups whose members hold expectations for him because he likes them, because he sees membership as contingent upon accession, because the group holds power over him, etc. But the essential distinction is between those groups which hold expectations for ego and those which do not.

B. Significant Other:

Much less has been written under the rubric "significant other" than "reference group," but it is fairly clear that the two are at least functional equivalents if we allow that significant others are those who exercise major influence over individuals. The intellectual ancestry of the concept is obscure but probably the greatest impetus toward the area comes from the early pragmatists and symbolic interactionists. Baldwin's two central concepts for the development of personality are imitation and suggestion, which on the face of them imply interpersonal influence with certain key others.⁴³ Cooley's Looking Glass Self implies the notion strongly, and, of course, the concept of primary group is quite explicitly a designation of significant others of great influence. George Herbert Mead emphasizes interpersonal activity as the key to self-conception formation, arguing strenuously that the self-conception arises only within interactional contexts.⁴⁴

Although the first use of the term has sometimes been attributed

43. See James Mark Baldwin, Mental Development in the Child and the Race, New York, MacMillan & Co., 1895.

44. George Herbert Mead, Mind, Self and Society, Charles W. Morris, ed., Chicago, University of Chicago Press, 1934, p. 155.

to Mead,⁴⁵ it is doubtful that he used it explicitly, even though the meaning is implicit in his term "other." Mead was not especially interested in particular significant others; his concern was over the development of an organized self conception. This, he says, can only come about through the formation of a concept of the "generalized other."⁴⁶

I have pointed out, then, that there are two general stages in the full development of the self. At the first of these stages, the individual's self is constituted simply by an organization of the particular attitudes of other individuals toward himself and toward one another in the specific social acts in which he participates with them. But at the second stage in the full development of the individual's self, the self is constituted not only by an organization of these particular individual attitudes, but also by an organization of the social attitudes of the generalized other or the social group as a whole to which he belongs. These social or group attitudes are brought within the individual's field of direct experience, and are included as elements in the structure or constitution of his self, in the same way that the attitudes of particular other individuals are; and the individual arrives at them, or succeeds in taking them, by means of further organizing, and then generalizing, the attitudes of particular other individuals in terms of their organized social bearings and implications. So the self reaches its full development by organizing these individual attitudes of others into the organized social or group attitudes, and by thus becoming an individual reflection of the general systematic pattern of social or

45. Robert K. Merton, Social Theory & Social Structure, Glencoe, Illinois, The Free Press, 1957, p. 215; Arnold M. Rose, "A Systematic Summary of Symbolic Interaction Theory," in Rose, Human Behavior and Social Processes, Boston, Houghton Mifflin Co., 1962, pp. 11, 141.

46. George Herbert Mead, Mind, Self and Society, Charles W. Morris, ed., Chicago, University of Chicago Press, 1934, p. 158. Italics Supplied.

group behavior in which it and the others are all involved--a pattern which enters as a whole into the individual's experience in terms of these organized group attitudes which, through the mechanism of his central nervous system, he takes toward himself, just as he takes the individual attitudes of others.

The actual term significant other itself almost certainly belongs to Harry Stack Sullivan.⁴⁷ After calling Sullivan "...beyond question the most important recent member..." of the series of social self theorists which "...stretches back unbrokenly at least as far as Emerson... through such important names as James, Baldwin, Cooley, Dewey, Mead and Thomas, plus dozens of lesser contributors," Cottrell and Foote suggest a reason for Sullivan's shift of interest from Mead's "Generalized other" to his own "significant other:"⁴⁸

The correspondence between Mead & Sullivan leaves off at the point of the generalized other. For Mead, whose life span came a generation before Sullivan's, the social world was a fairly wholesome web; the others from whom one took his conception of himself were in substantial agreement. Hence the "generalized other" of Mead's social psychology. In Sullivan's time, and ours, the community has been fractured. The generalized other has broken down into clusters of significant others...

For Sullivan, significant others are those persons who exert major influence on the social self of the individual. The self of the individual rests on "reflected appraisals of others," much in the same tradition as Mead, Cooley and the early symbolic interactionists,⁴⁹

47. Harry Stack Sullivan, Conceptions of Modern Psychiatry, Washington, D. C., W. A. White Psychiatric Foundation, 1940, pp. 18-22.

48. Leonard S. Cottrell & Nelson N. Foote, "Sullivan's Contribution to Social Psychology," in the Contributions of Harry Stack Sullivan, Patrick Mallahy, ed., New York, Science House, 1952, pp. 190-191.

49. Sullivan, ibid.

and the usage is very close to Mead's usage of "other."⁵⁰

The difference is one of emphasis, and the term itself has come to reflect this difference in emphasis along the lines suggested above by Cottrell & Foote and re-emphasized by Stryker:⁵¹

In comparatively recent work, the concept of "significant other" has come into use. This concept represents the recognition that, in a fragmented and differentiated world, not all the persons with whom one interacts have identical or even compatible perspectives; and that, therefore, in order for action to proceed, the individual must give greater weight or priority to the perspectives of certain others. To speak, then, of significant others is to say that given others occupy high rank on an "importance" continuum for a given individual.

Generally, the conceptual development of the term may be summarized this way. From the symbolic interactionist posture arose the idea that people develop and support their self-conceptions through interaction with others. In a segmentalized world, one in which diverse values and attitudes can coexist, the particular shape of any individual's self conception and attitudes depends upon the particular individuals from whom he develops them. These particular persons are, following Sullivan, significant others. The term significant others seems to designate those persons who are particularly influential in the formation, support or modification of the self conception (or attitudes) of an individual.⁵²

50. See Manford Kuhn, "The Reference Group Reconsidered," op. cit., p. 8.

51. Sheldon Stryker, "Symbolic Interaction as an Approach to Family Research, in Symbolic Interaction, A Reader in Social Psychology, Jerome G. Manis and Bernard N. Meltzer, eds., Boston, Allyn & Bacon, 1967, p. 377.

52. See Paul Lazarsfeld, Bernard Berelson and Hazel Gaudet, The People's Choice, 2nd Edition, Columbia, 1948; C. Addison Heckman and Manford Kuhn, Individuals, Groups, and Economic Behavior, New York, The Dryden Press, 1956, pp. 40, 140, 177; Hans Gerth and C. Wright Mills, Character and Social Structure, New York, Harcourt, Brace & Co., 1953, pp. 112-129; and Weber, op. cit., pp. 93-96; H. S. Sullivan loc. cit.; Manford Kuhn, op. cit., "The Reference Group Reconsidered," p. 8; Cottrell and Foote, loc. cit.

But the term significant other, like reference group, enjoys less consensus concerning its attributes than its function. If all agree that significant others influence self conceptions, not all agree on who significant others are or how they influence self conceptions. Significant others are sometimes said to be influential because they reward and punish;⁵³ because the individual values them highly;⁵⁴ because they hold expectations for the individual,⁵⁵ or simply because he interacts with them frequently in a differential association sense.⁵⁶

Generally the same distinctions seen in the reference group literature have been made concerning significant others. Here too, significant others have been said to perform their influential function in two basic ways parallel to Kelly's two functions of reference groups: significant others can stand as points of cognitive reference for the individual, and they can set norms for him and reward and punish for compliance and non-compliance.⁵⁷ Significant others have been spoken of as influential for the self-conception in general⁵⁸ and for specific attitudes.⁵⁹

Although the distinction between positive and negative significant others apparently hasn't been made, there seems no reason why it could not be. Generally, significant others and reference groups are seen to

53. Joseph E. McGrath, Social Psychology, A Brief Introduction, New York, Holt, Rinehart & Winston, 1964, p. 38; Tomatsu Shibutani, Society & Personality, New Jersey, Prentice Hall, 1961, p. 339; Sullivan, loc. cit.

54. Shibutani, ibid.; Carl Couch & John S. Murray, "Significant Others and Evaluation," Sociometry, 27, 1964, p. 503.

55. Wilbur B. Brookover and David Gottlieb, A Sociology of Education, New York, American Book Company, 1964, p. 472-474.

56. Cottrell & Foote, op. cit., p. 191.

57. See Sullivan, op. cit., pp. 18-22.

58. Sullivan, op. cit.

59. Bordua, op. cit.

perform the same function and to use the same processes to do so. Probably the only basic difference between the two is that the term reference group tends to call one's attention to clusters of persons while significant other has a singular connotation. It is with this singular connotation in mind that this research chooses to use the term significant other in preference to reference group. The assumption behind this judgment is that in many areas of life a person may be more likely to be influenced by specific other persons (e.g., my father, my best friend, my teacher, Mr. X., etc.) than by groups. Reference groups can be recaptured from clusters of significant others; but particular significant others are lost in reference groups.

Previous Measurement Techniques:

There are two distinct problems involved in the measurement of the influence of significant others. One is the identification of the significant other, and the second is the measurement of the influence he has over the individual. Rushby⁶⁰ has identified three general techniques for identifying significant others in research: (1) use of categories of significant others pre-selected by the researcher, (2) use of open-ended stimulus questions to identify significant others as the individual perceives them, and (3) use of direct observational techniques for identifying significant others. The first two may be carried out through interview or questionnaire techniques.

(1) Checklist instruments; Checklist instruments are those in which, based on some previous theory, research or insight, categories of potential significant others are proposed to the individual and he is asked to estimate their influence or list his perception of their expectations, etc.⁶¹

60. Rushby, op. cit., pp. 25-30.

61. See, for example, Diekema, op. cit., pp. 60-65; also Sewell, Haller and Portes, op. cit.; Slocum uses a Guttman-type checklist instrument which illustrates the best of this type: Think for a minute about your family (father, mother, brothers, and sisters). Some or maybe all of them probably have expressed certain attitudes concerning formal education (high school, college). When you look at the following statements, think of those members of your family whose attitudes you are familiar with and respond to the statements on the basis of your knowledge of the attitudes of those members. Response categories: This describes the attitude of: a--All of them; b--Most of them; c--About

The advantage of this technique is mainly its economy. It has two major disadvantages: first, it assumes that the individual's perception of influence corresponds closely to the facts, which need not be so. Secondly, when ego's perceptions of expectations are taken for preselected others, the research is confounded by the fact that (a) not all categories of people or roles may be significant for all individuals, and (b) some individuals may have significant others not members of the categories on the list. Lengthening the list to avoid the second error increases the risk of the first. Shortening the list to avoid the second increases the risk of the first.

(2) Open-ended instruments: Open-ended instruments simply ask the individual to list significant others in blank spaces following some stimulus item. Typical are the instruments of Couch and Murray:⁶² and Robert L. Stewart's Significant Others Test:⁶³

"In the spaces provided below, please list those persons and groups of persons to whom you refer yourself, either directly or in your thinking, when confronted with a problem, or in order to support or justify your actions."

half of them; d--Only a few of them; e--None of them.

a b c d e

- - - - - They felt that formal education tends to take people away from their home communities and because of this, it is undesirable.
- - - - - They are opposed to formal education beyond high school.
- - - - - They feel that a good education helps a person to lead a better life.
- - - - - They do not think that formal education is really very important.
- - - - - They expect the younger members of the family to get all the formal education they can.
- - - - - They believe that the most important thing in formal education is the diploma or degree.

62. Couch and Murray, op. cit., p. 504.

63. Robert L. Stewart, The Self and Other Objects: Their Measurement and Interrelationship, State University of Iowa Library, Ph.D. Thesis, 1955, microfilm; See also H. L. Mulford, Toward an Instrument to Measure the Self, Significant Others and Alcohol in the Symbolic Environ: an Empirical Study, State University of Iowa Library, Ph.D. Thesis, 1955, microfilm.

While this technique overcomes the problems of forced alternatives which may be inappropriate or incomplete, it still falls victim to the presumptive fact that not all influence may be perceived by the respondent. He may be strongly influenced without his knowledge⁶⁴ of the fact that influence is being exerted. Secondly, even influence of which he is aware may be missed because the test instrument fails to cue his thinking about those people. This can largely be overcome in interviews, but interviews are very costly, and generally preclude large-scale samples and the possibility of simultaneous administration of other instruments.

(3). Direct observation: A good example of direct observation is that of Sherif and Sherif's research on adolescent boys.⁶⁵ Very briefly, the technique involves the direct observation of interactions in groups. The research was carried out in a summer camp for boys. The researchers instructed each observer to select a locale and "locate a recurrent cluster of boys..." in the area.⁶⁶ After careful and unobtrusive groundwork and development of rapport with the group, the observers were given the following instructions:

The pertinent evidence to establish is whether a group is a reference group for members' concerns, not just whether a group shows up at a particular place at a particular time, but also whether they are associating elsewhere, via one or more members, over the phone, etc. The evidence includes whether they make plans involving some members, whether they know at given times where absent members are, whether they give and take mutual aid in matter of parties, girls... In short, a group may appear in one location and all together only occasionally. But, a group's absence from a place where they have been observed to associate, or a change in their activities, does not necessarily indicate that the

64. One of the subjects in our initial interviewing insisted that no one had influenced her attitudes or aspirations because she was an "independent thinker." She knew she was an independent thinker, she told us, because her mother told her she was.

65. Sherif and Sherif, loc. cit.

66. Ibid., p. 358.

group has become unimportant to members.⁶⁷

There are clearcut advantages, but there are also major problems. Aside from the theoretical question of the observer's upsetting "natural" patterns by his own presence, such research is enormously expensive and restricted to situations in which small groups of people are severely isolated.

In general, there are serious gaps in our ability to detect significant others. Those techniques which manage to sidestep the most basic problems are generally prohibitively expensive of time, money and personnel. There is a need here for valid, reliable and economical instruments which can identify the significant others of any given individual.

C. Expectations of Significant Others:

There are two fundamental techniques for the measurement of the expectations of significant others, direct and indirect. Direct measures involve actually observing or asking the significant other what his feelings are.⁶⁸ This technique is obviously dependent in the successful detection of significant others in the first place. Indirect measures imply the measurement of the individual's perception of the other's expectations or feelings.⁶⁹ In many instances, the indirect method which measures the individual's perception of the expectations others hold for him is theoretically appropriate, especially since there are grounds for suggesting that it is ego's perception of alter's expectation which guides ego's behavior. But for any research which intends to test the accuracy of ego's perceptions, or the notion that the actual expectations of alter influence ego in some way, it is obviously necessary to measure alter's expectations directly. In the educational and occupational attainment process research outlined in this chapter, the hypothesis has quite plainly been that the actual expectations of others is the critical variable, and so the present need is for

67. Ibid., p. 358.

68. See Haller and Butterworth, op. cit.

69. See Sewell, Haller and Portes, op. cit.

instrumentation to measure expectations directly.⁷⁰ In either instance, the difficulties of measurement are parallel to those in any kind of attitude research in general, and consequently the techniques of general attitude measurement can apply here quite well.

3. Summary:

The purpose of this chapter has been to chronicle the development of the field of interest in the social psychology of educational and occupational attainment. Throughout that development the focus of attention has sharpened quite clearly on interpersonal influence as the mediating force between social-structural and environmental factors and personality variables, particularly the self conception and aspirations. But there are gaps in our theoretical knowledge and consequently our research instrumentation of these interpersonal processes. The problem has been defined here as threefold: (1) There is a need for a concise, valid and meaningful theory of significant other influence; (2) There is a need for the development of valid, reliable and economical instrumentation to detect specific significant others for specific individuals, and (3) There is a need to develop valid, reliable, economical instruments for the detection of the expectations relevant to ego's behavior that these significant others hold.

Although the initial practical question concerns educational and occupational attainment, the answer is deeply involved in the broader theoretical issue of interpersonal influence. Consequently this research must begin with some quite broad social psychological questions, such as: What is the self conception? How may the self conception be formed and changed? and Under what conditions do other persons operate as sources of influence over individual self conception? The ramifications of the study should extend considerably beyond the area of educational and occupational achievements or even stratification and mobility.

70. J. B. Edlefsen and M. J. Crowe, Teenagers Occupational Aspirations, University of Washington Agricultural Experiment Station Bulletin #618; Burchinal, op. cit.; Donald R. Kaldor, Eber Eldridge, Lee G. Burchinal and I. W. Arthur, Occupational Plans of Iowa Farm Boys, Iowa State University, Agricultural and Home Economics Experiment Station Bulletin #508; Bordua, op. cit.; Kahl, op. cit.

CHAPTER II.

INFLUENCE ON ATTITUDES AS A BASIS FOR DETERMINING SIGNIFICANT OTHERS

1. Introduction:

In the last chapter the need for an instrument to detect significant others for individual's educational and occupational aspirations was documented and located as a part of the larger question of interpersonal influence in general. The argument does not suggest that nothing about the interpersonal influence process is known or has been written--quite the contrary. In this chapter we present a simple point of view concerning attitudes and influence which serves as a basis for determining who functions as a significant other for a person.

The ideas here rest on three key assumptions, none of which are proposed as original: (1) Attitudes are not indivisible units, but rather are constructed of component parts. Consequently it is possible for a significant other to exercise influence over parts of an attitude as well as the entire attitude; (2) Attitudes and the components of attitudes themselves rest on larger cognitive structures ("filter categories") and consequently may be modified indirectly by modification of these larger structures; and (3) Influence over attitudes, their components or the larger structures on which they depend may be caused both by person and groups who communicate norms, expectations or other self-object defining information to him or who stand as points of cognitive reference.

2. The Structure of Attitudes:⁷¹

As we saw in the last chapter, significant other is most broadly defined in this research context as any person who exerts an important influence on the educational and occupational aspirations of an individual. Following this definition, three questions must be answered in order to specify who significant others are: (1) What is an aspiration? (2) What are the conditions under which aspirations are formed and changed? and (3) What people fulfill these conditions?

71. Aspirations can be seen as a special case of attitudes, and that term will be used here in this general discussion.

To begin with we hold, following Haller and Miller⁷² that aspirations are attitudes which take a particular point of a continuum of difficulty as their objects. Hence considerations which apply to attitudes also apply to aspirations; the latter are a special case of the former.

Obviously, it is not possible in this space to do even partial justice to the enormous range of literature on attitude, nor, for the broad purposes here, is that necessary. There are nearly as many definitions of attitude as there are attitude theorists,⁷³ but of those who consider attitudes to be cognitive phenomena (as opposed to constructs which summarize observed regularities of overt behavior),⁷⁴ three major elements seem to recur: (a) the object of the attitude, (b) the person who has the attitude, and (c) the relationship between the two. As the symbolic interactionists have long argued, the confrontation between person and object is always mediated by some symbolic structure.⁷⁵ In this sense, it is always a conception which is the object of an attitude. A person does not have an attitude toward a dog, but rather toward his conception of a dog.

But forming a conception of an object, no matter how vague, is a classification procedure; one forms a conception of what an object is by relating it to other objects of his experience, by associating it with some objects and differentiating it from others.⁷⁶ This means placing it into a category of objects thought to be in some sense the

72. A. O. Haller and Irwin W. Miller, The Occupational Aspiration Scale, Theory, Structure & Correlates, East Lansing, Michigan State University, Agricultural Experiment Station, 1963, pp. 9-15.

73. See, for example, Bert F. Green, "Attitude Measurement," in Gardner Lindsey, Handbook of Social Psychology, Addison-Wesley, Cambridge, Massachusetts, 1954, Vol. 1.

74. See Irwin Deutscher, Words & Deeds, Social Problems, 13 (Winter, 1966), pp. 235-254.

75. "Object" is used in the general sense of "...anything that can be designated as referred to." C. F. Herbert Blumer and Robert Bales, "Commentary and Debate," American Journal of Sociology, 71., No. 5, March, 1966, p. 539.

76. Jerome S. Bruner, "Social Psychology and Perception," in Maccoby, Newcomb & Hartley, Readings in Social Psychology, Holt, Rinehart, Winston, New York, 1958, p. 92.

same. These categories we call filter categories, insofar as they "filter" a person's perception of the objects within them. Clearly, the individual's orientation toward the category governs his orientation toward the objects within that category.

A. The Subject of the Attitude:

A conception of an object alone is not enough to form an attitude. Without at least an implicit reference to some relevant quality of the self, a conception of an object alone is not sufficient to construct a relationship between person and object. For example, "Retreat is what any sensible person would do now," although a definition of an object (retreat), does not completely specify the attitude of the military commander who then finishes the statement by saying "...but then I've never been particularly sensible." A definition of self is also a component of attitude.

But insofar as a person can be an object of his own experience, he conceives of himself in the same fashion as he does other objects. He identifies himself by associating himself with and differentiating himself from other persons and objects. This means placing himself into a series of categories, such as "good person," "drug addict," "husband," "sociologist," "music lover," "drop-out" and so forth. Again, insofar as these categories into which a person assigns himself filter his perception of who he is, they are called filter categories.

B. Subject-Object Relationship:

Following from this analysis, the concept attitude used in this research is somewhat more complex than those usually used by sociologists. If an individual identifies objects by placing them into filter categories, and identifies himself by placing himself into filter categories, then his orientation toward objects (his attitude) is determined by his conception of the orientation of the filter categories into which he assigns himself toward the filter categories into which he assigns those objects. Attitude is defined here to mean the individual's conception of the relationship of the filter categories of which he thinks he is a member.

3. Attitude Formation and Change:

The basic components of attitudes as outlined above are filter categories for the person's definition of himself and filter categories for the objects of his experience. It follows that a modification of any of these components will result in a modification of the attitude.

The basic technique of attitude formation or change is formation or modification of filter categories. Significant others, then, are significant insofar as they effect a major influence on the filter categories the individual uses as a basis for his identification of himself and the objects of his experience.

A. Definers

The conditions for the assignment of objects into categories are primarily (if not entirely) informational. The information as to whether or not an object should be assigned to a category or not is usually transmitted from one person to another by language, which is a symbol-system. When one individual tells another "An ax is a tool for cutting down trees," he is defining the object (ax) into a filter category (implement for cutting down trees) symbolically (through the use of language). Significant others who communicate information about objects or the person through the mediation of some symbol system (like language) are called definers.

Definers may exercise their influence either on the filter categories the individual uses to define objects, or on those he uses to define himself, or both. We may speak, then, of Object Definers, Self-Definers, and Total Definers.

The definition of either objects or self may be modified by two general techniques. Either the significant other may define the new object directly by placing it into an existing filter category (e.g., education is a means to success), or by modifying the person's definition of a filter category into which the individual has already assigned the object. For example, suppose that the individual already thinks education belongs in the category "means to success," the significant other can try to affect a person's attitude toward education by redefining the latter's orientation to success--e.g., "you really ought to aim at being a success." In this instance, it is important to see that the significant other can define or affect an attitude toward an object without mentioning or referring directly to that object. Such influence is called filtered.⁷⁷

Definers, then, apparently exercise their major influence by com-

77. This is particularly important in explaining "hidden" influence. See footnote 64 above.

municating information to the individual via a symbolic medium. This information can be directed either toward the individual's definition of the object of the attitude or the individual's self-conception, or both. It may be direct, in that it places the object or the individual into previously defined filter categories, (it is called direct because it directly mentions the object or the individual) or filtered, in that it offers a definition of a filter category into which the object or the individual has already been located by that individual.

B. Models

Even though most of the information which passes between two individuals may be via a symbolic medium such as language, by no means all of it is so transmitted. If a person can get an individual to define ax into the filter category "implement for cutting down trees" by telling him that it belongs there, he can do so at least equally well by showing him. He can, simply, cut down a tree with an ax while the individual is watching. Such a non-symbolic source of influence is called here a model.

It is fairly simple to see how a person may be a model for an object. A person may form or modify an individual's conception of "doctor" simply by being a doctor where that individual can watch. Again, a person may serve as a model for the object of the attitude itself or as a model for the filter category in which the person has defined that object--object models may be direct or filtered.⁷⁸

The case of models for the self is analytically similar, but intuitively a bit harder to grasp. If an attitude toward an object is a person's conception of the relationship of the filter categories of which he sees himself a member to the filter categories of which he sees that object to be a member, a person must ascribe the same attitude as his own to those other people he sees to be members of the same filter categories of which he sees himself a member. The opposite is true as well, and much more important from our point of view. People that an individual sees belonging to the same filter categories to which he sees himself belonging will serve as models for his attitude toward the object insofar as these filter categories are relevant to the object in question.

78. Merton's example of combat veterans serving as a reference group for recruits is a good case in point. Recruits are not members of this group, nor is it likely that they aspire to membership; neither is it likely that they are trying to correspond to expectations the veterans have for them. See Merton & Rossi, op. cit., p. 225.

The analysis is really not too difficult. When an individual member of a category acts or otherwise relates himself to an object, he establishes the relationship of that category and all its members to that object. Insofar as ego sees himself as a member of that category, too, that relationship applies to him as well. Since the function of a self-model is to define the relationship of a filter category (into which ego ascribes himself) to an object, all self models are inherently filtered; there are no direct self models.⁷⁹ For example, when a student-activist seizes a university building, he defines that behavior as appropriate to all members of the class student-activist. Because that behavior is appropriate to the whole class, it is, indirectly, appropriate to all its members.

Several important considerations should be made here. First of all, we specifically employ the term "category" here, rather than "group," even though it is clear that the members of these classes or categories are always people, since it is categorical membership that is the determining influence here, not group participation. A

79. Back's study of social communication and influence might have some salience if several of his operations are redefined. One of Back's conclusions was that cohesiveness was an important variable associated with influence; that is, that members of highly cohesive groups were more easily influenced by other members than was the case in low cohesive groups. In operationalizing cohesion, however, it seems likely that Back has created situations in which ego sees himself and alter to be members of the same category. For example, in creating a high cohesion group based on prestige, Back told the subjects: "We try to put together people who should be especially good at this task. We checked on assignments from your lab instructor. From all we could learn, you have all the qualifications which have been set up to be good in this task; you two should be about the best group we have had." If both individuals are particularly well suited for this task at hand, then they must share, at least in part, a certain relationship to the task area and its elements. Insofar as the individuals make the inference that they are in the same relation to the set of objects which constitute the test area, the abilities connected with it, learning skills, etc., then it can be argued that a category based on common relation toward the test area has been formed and the influence of one individual on the other can therefore be explained in terms of model for self and its consequent attitude exchanges. For a clear exposition of the Back experiment, see Kurt W. Back, "Influence through Social Communication," in Maccoby, et. al., op. cit., pp. 183-197.

membership group may be a reference category, but it does not have to be. Thus the term "reference group" tends to confuse rather than clarify when used in this context.

It has force in defining attitudes for the individual insofar as it serves as a membership category--not insofar as it is a group.

Secondly, a reference category serves as a referent only in regard to those objects which are related to the criterion which compose it as a category. We call this a "group referent." The category "democrat," for example, will serve as a referent only for political objects. This follows from the fact that a category is said to exist only when and insofar as all its members stand in the same relationship to the objects which define it as a category. The category "dog-lover" exists insofar as all the members of that class stand in similar relation to dogs and things related to dogs.

Third, when a reference category also comprises a membership group, additional sources of influences come into play. The members of the group referent serve as attitude models for the individual insofar as they act with regard to the object(s) which comprise that group referent as a category.⁸⁰

By combining all the techniques listed, we find that there are seven modes of influence provided by the theory:

1. Definers for objects, direct.
2. Definers for objects, filtered.
3. Definers for self, direct.
4. Definers for self, filtered.
5. Models for object, direct.
6. Models for object, filtered.
7. Models for self, filtered.⁸¹

80. An important extension of this group referent takes place when the objects which comprise it as a category are diffuse. In the extreme case, when the objects which categorize the members of a membership group are extremely diffuse and numerous (as would be the case in a family or childhood friendship) the group referent can be seen to be coextensive with the concept "primary group" since members of the group will serve as attitude models for almost any object. Attitudes will be interchanged on almost every topic. This usage corresponds to the reference group as an object of cognitive comparison. (See Kelly, loc. cit.)

81. There are no direct models for self. See previous page.

This classification may also be used to estimate the level of influence of significant others. For these purposes we assume that the more components of attitude a person modifies the greater is his influence; hence, a simple summation of modes will provide just such a measure, albeit crude. Similarly the number of modes of influence (model, definer or both) ought to be related to the pervasiveness of the influence.

By assigning one point to being a model, one point for being a definer and one point for each of the two parts of the attitude toward which influence may be directed (self or object) we can arrive at a system for roughly estimating the amount of influence any given significant other exercises.

4. Scoring the Significance of the Other

Thus if a person were a model or a definer he would receive one point. If he were both a model and definer, he would receive two points. If he influenced part of an attitude (either self or object) he would receive one point; if he influenced both parts (both self and object, or the total attitude,) he would receive two points. Out of this the following scoring paradigm emerges:⁸²

MTDT = 4

MTDP = 3

MPDT = 3

MPDP = 2

MT = 2

DT = 2

MP = 1

DP = 1

where: D = Definer

M = Model

T = Influences total attitude.

P = Influences part of an attitude (either self or object but not both)

Thus MPDT = Model for part of an attitude (either self or object) and definer for the total attitude (both self and object)

The rationale behind this system is not sophisticated; it is simply based on the assumption that a reference group, for example, which both served as a base for cognitive comparisons and as a normative reference group would be more influential for an individual than a

82. Filtering is left out of the ranking system for this reason: Some individuals may use more filter categories for defining self or object than other individuals, and it is the relative number of filters influenced to filters used that ought to be related to amount of influence. A more rigorous ranking system would take this into account.

group which performed either but not both, and that a person who influences both components of an attitude is probably more influential than a person who modifies only one. We shall return to this schema in the next chapter.

5. Summary:

Significant others are defined as those people who exert an important influence on the attitudes of an individual. The component structure of attitude consists of the individual's definition of the object of the attitude, his definition of himself, and the consequent relationship between the two. The individual forms his definitions of objects (and himself) by placing them into categories, which, insofar as they "filter" the individual's conception of reality, are called "filter categories."

Significant others exercise their influence by defining objects (or the individual himself) into these filter categories. They do so either by communication through a symbol system (like language) or by example. (The former are called definers, the latter models.) By cross classifying these techniques, four types of influence emerge: models for objects, models for self, definers for objects, definers for self. The more of these an individual exercises, the greater is his proportional influence on the attitude, and the greater his significance as an other.

CHAPTER III

SIGNIFICANT OTHER ELICITORS

1. Strategy:

Chapter One, by outlining the development of scientific work pertaining to the educational and occupational attainment process, documented the need for two new questionnaire instruments: first, a device for identifying the significant others who influenced the educational and occupational aspirations of any given youth, and second, an instrument for measuring the expectations, norms or other subject-object identifying information being transmitted by these significant others to these young people. Chapter Two presented the more salient theoretical considerations involved in the development of such instruments. This chapter is meant to present the underlying research strategy and actual methods employed in the construction of those instruments.

The basic assumption underlying the research strategy, even prior to the origination of the theoretical guides presented in Chapter II, was that (a) significant others could be accurately discovered through depth interviews with individuals, and (b) the expectations, norms or other information which significant others transmitted in some way to the individual could be elicited by depth interviews with the significant others. With this in mind, the original project proposal set forth the following research strategy:

Phase 1: Exploration Phase. A small group of students in the last year of compulsory education will be interviewed intensively to determine how to identify the persons ("significant others") whom youth believe to be important to them and to gain insight into what youth perceive to be the variables describing the levels of educational and occupational expectation these people have for them. A purposive sample of "significant others" will also be interviewed to determine the way in which "others'" expectations vary from the point of view of the "others" themselves. Depth interviewing techniques will be used because experience has shown that people have difficulty in comprehending exactly how interpersonal influence operates, even though they are usually aware that such influences exist.

Phase 2: Instrumentation Phase. Based on the above and on previous literature, practicable questionnaire instruments will be selected or (where necessary) designed, standardized, and validated (a) to measure the individual's levels of educational and occupational aspirations, (b) to identify the "others" who have educational and occupational significance for him, (c) to measure "others'" educational and occupational expectations for the youth.⁸³

These procedures were broken down into five sample waves:

Wave 1. Depth Interviews with Wisconsin youth. This wave will use criteria of classification such as the following to generate cells; one young person will be selected (arbitrarily) to fit each cell. The tentative criteria are a) age-in-grade (over age vs. at age), b) sex (male vs. female), c) race (white vs. negro), d) area of residence (rural vs. urban), e) father's occupation (farm vs. blue-collar vs. professional-executive). This generates 48 cells ($2 \times 2 \times 2 \times 2 \times 3 = 48$), and thus indicates that there will be 48 sample members. The objective of Wave One is to determine who are the "significant others" of the individual, how he views their expectations for him, and what is the range of variation among different categories of youth.

Wave 2. Depth interviews with "significant others". Interviews will then be held with about 50 of the "significant others" identified above. These will be selected purposefully so as to obtain a more or less balanced representation of a) the categories of youth (from Wave One), and b) classes of relationship to the youth (e.g. "best friend": same vs. opposite sex; relatives: mother and father, other; other professionally-competent adult acquaintances: teachers, minister, etc; counsellor).

Wave 3. Pretest of questionnaire instruments for identifying significant others. A new sample, probably similar to the above, will then be selected to try out the questions (determined on the basis of Wave One interviews) proposed as ways of validly, reliably and inexpensively eliciting the individual's "significant others".

83. From the original project proposal. See appendix A.

Wave 4. Pretest of questionnaire instruments for measuring the variables describing "Significant Others" Expectations.

Questions presumably eliciting appropriate expectation data will be determined from analyzing the Wave Two depth interviews. These will be tried out experimentally on about 100 of the Wave Two "significant others" not previously interviewed.

Waves 4a and b. Further pretesting. If the analysis of Wave Three data indicates that further pretesting is needed, some of the "significant others" from Wave Two who have not yet been interviewed, or those identified in Wave Three, may serve as additional samples.

Wave 5. Standardization sample. After the exact wording has been determined, a new sample of youth will be selected. The exact nature of the sample has yet to be decided, but it will probably consist of a proportionate sampling in high and low income urban and rural areas, attempting roughly to randomize selection of individuals within areas. The sample size of youth is expected to be about 100 and of "significant others" to be from 500-800.⁸⁴

These proposed sample waves were followed rather closely in the research process, as will be seen below. They serve two basic purposes: 1) the construction of the instruments for eliciting significant others and 2) the construction of the instruments for eliciting the expectations of the significant others. It is in the interest of clarity, perhaps, to discuss each set of instruments separately.

2. The Construction of the Significant Other Elicitors (SOEs):

As the preceding section indicated, the SOEs were constructed primarily on the basis of data collected from a series of depth interviews of Wisconsin high school students. The interviews themselves were guided by a protocol based on the theoretical considerations outlined in Chapter II.

A. The Attitudes on Education, Self, and Occupational Protocol (AESOP):

1) Introduction--Theory: Although initially based on a faith that significant others could be elicited in depth interviews, the interview protocols were designed to take account of the three fundamental theoretical assumptions detailed in Chapter II:

⁸⁴. ibid.

1) Attitudes are not indivisible units, but rather are constructed of component parts. Consequently it is possible for a significant other to exercise influence over parts of an attitude as well as the entire attitude; 2) attitudes and the components of attitudes themselves rest on larger cognitive structures (filter categories) and consequently may be modified indirectly by modification of these larger structures; and 3) influence over attitudes, their components or the larger structures on which they depend may be caused both by persons and groups that set norms for the individual by holding expectations for him or in some other way communicating with him and by persons or groups which stand as points of cognitive reference.

In addition to these three considerations, a fourth was added. Education, occupation, and the self-concept, although related, are nonetheless conceptually distinct objects, and the possibility that significant others for an individual's attitude toward one might but need not be significant others for his attitude toward the others had to be left open.

2) Sections of the Protocol: In order to account for these four considerations, the protocol was divided into three major sections: occupation, education and self. Section One attempted to elicit the names of those persons who exercised major influence over the individual's definition of occupation. Section Two attempted to elicit the names of those persons who exercised major influence over the individual's definition of education. Section Three attempted to elicit the names of those significant others who exercised influence over the individual's definition of his self conception (or, more accurately, those aspects of his self conception relevant to his educational and occupational behavior).

But the individual's definition of objects (occupation and education) and self is dependent on his definition of the filter categories of which he considers them to be members, and so influence directed toward these filter categories would also affect his definitions of occupation, education and self. Within each major section, (occupation, education and self), therefore, the first step in the interview procedure was to elicit the filter categories upon which the individual based his definitions of the object in question. This was accomplished simply by asking the person to define the object in question (occupation, education or self). The responses to these questions were considered filter categories.

Finally, for each object and each filter category, two basic questions (and variants thereof, at the interviewer's discretion) designed to elicit significant others were asked: 1) A question designed to determine definers (e.g., Who have you talked to about that?)

and 2) Questions designed to elicit models (Who do you know who does that? Who do you know who is like that?)

In general, then, the interview protocol consists of three sections, one for occupation, one for education, and one for the self conception. Each section 1) specifies the object in question, 2) elicits the filter categories the individual uses for defining that object, and 3) elicits the models and definers for a) the object and b) each filter.

a.) The Occupational Section: The two purposes of the occupational section of the Attitudes on Education, Self and Occupation Protocol are 1) to determine the filter categories the individual uses to define occupation as an object, and 2) to elicit the names of those significant others who influence his definition of that object and those filter categories. Although a fairly cumbersome process to describe, it is actually quite simple to do. The interviewers were allowed considerable latitude; even so, several common features were a part of all the interviews performed as a part of this project.

Basically, occupation as an object was broken into several components either previously designated in the literature or on common sense: 1) occupations (or jobs) in general, 2) specific jobs the subject had considered or was considering or had been urged to consider, 3) the ideal jobs he would like to choose if he had no restrictions whatever,⁸⁵ and 4) the best jobs he thought he could realistically attain.⁸⁶ He was asked a) to define each of these, b) what he liked or disliked about each of them and c) to discuss them generally. (Specific questions were at the interviewer's discretion.) The answers to these questions were considered filter categories. After each filter or set of filters had been elicited, the subject was asked 1) who had spoken with him about that, (a definer item) and 2) who had a job like that, or with an attribute like that (model item). Again, the actual question wording was at the discretion of the interviewer.⁸⁷ The interviewer was instructed to leave an area of questioning when no new responses were forthcoming, but he could return later at his discretion. The actual temporal ordering (except that model and definer items must obviously be asked after each filter is elicited) is unimportant and was varied to suit the subject.

85. Haller and Miller, op. cit., pp. 8-9, 60-61.

86. ibid.

87. The interviewers are described on pp. 39.

b.) The Educational Section: The educational section of Attitudes on Education, Self and Occupation Protocol has two functions parallel to the occupational section: 1) to discover the filter categories the individual uses for defining education as an object, and 2) to elicit the names of those significant others who influence the subject's definition of education and his filter categories for education. The procedure is exactly parallel to that of the occupational section.

First the individual was asked to discuss education (or school) in general, then any specific schools he has thought about or been urged to think about; the education he would ideally like to receive and the education he realistically expected to attain. He was asked what he liked or disliked about each of them as well. His answers were considered filter categories. After each filter or group of filters was elicited, model and definer questions were asked: (e.g., do you know anyone who went to a school like that? Who have you talked to about school, university, college, trade school, etc.--depending on the filters elicited.) As in the occupational section, the interviewer was left free to enter and leave areas of questioning as circumstances seemed to prescribe.

c.) The Self-conception Section: As in the occupational and educational sections, the self section has two primary purposes: 1) to determine the filter categories the individual uses to define those parts of his self conception relevant to education and occupation, and 2) to determine the names of those significant others who influence his definition of himself or the filter categories he uses to define himself, in reference to education and occupation. Unlike the preceding two sections, it can be seen to divide itself into two subsections: 1) those self-filters relevant to occupation, and 2) those self-filters relevant to education. Although it is separated analytically from the occupational and educational sections and recorded separately (see section two below, Recording) it is at least partially handled simultaneously with those sections. When a specific occupation is elicited in Section One, for example, the interviewer might ask "What qualities are needed for a job like that? Do you have such qualities? What qualities do you have?" etc. These same questions (whose wording, again, is varied by the interviewer to suit the situation) can be asked after each occupational and educational filter is elicited, and alone after both Sections One and Two have been completed. The responses to these questions are, operationally, filter categories for self. After each filter category for self is elicited, model and definer items are asked.

Although this is an accurate broad description of the protocol, in practice each interviewer was allowed a great deal of latitude. The

interviewer may move from item to item both within and across sections as he sees fit. The interview is terminated when no new responses can be elicited. Here the judgment of the interviewee is important because it is possible to put filter categories into the respondent's mouth by leading questions, but, as a general guide, most interviews are terminated after between three-fourths to one and one-half hours have elapsed. As the interviewer's familiarity with the protocol increases, the time required is generally reduced.

3) Recording of Interviews: Although all interviews were tape recorded, each interviewer kept his own set of notes, both for the convenience of those who would later analyze the results as well as for his own assistance in recalling what had been said earlier as the interview progressed.⁸⁸

The note-taking procedure which seemed most useful is quite simple, and is illustrated in Figure Two.

The left-hand column indicates the object under consideration-- occupation in general, specific occupations, ideal occupations, realistic occupation, education, specific schools, self conception, etc. The central column indicates the filters mentioned for each of the objects in the left-hand column. To the right of each of these filters, in the right-hand column, the interviewer records the significant others identified for each filter. Generally the interviewer makes three separate sheets for each interview: one for occupational objects, one for education and one for self.

As Figure Two indicates, for work in general, the individual listed "enjoyable," "pleasure," "independence," and "sufficient income" as filter categories. (Theoretically this would mean he evaluates jobs in terms of the degree to which they fulfill each of these functions). The right-hand column indicates that Mary Jones (his cousin), his father, brothers and Bob James (his friend) have spoken to him on those points.

A little further down in the right-hand column the symbols (e) and (-) may be found next to names of significant others. The letter (e),

88. Each interviewer's notes were later checked against the tapes by another interviewer. All analyses were performed from corrected notes.

89. Figure Two shows an occupational section. Examples of educational and occupational forms may be found in Appendix B.

FIGURE TWO*

SAMPLE INTERVIEW PROTOCOL

1. Occupational Variables:

<u>Object</u>	<u>Filter</u>	<u>Significant Others</u>
Work (General)	Enjoyable, Pleasure Independence Sufficient Income	Mary Jones (cousin) Father, Brothers Bob James (friend) Father, Brothers
Photographer	Meet People Likeable Exciting High Paid Independence	Jeff Douglas Jeff Douglas Jeff Douglas (best friend) (Father) (-) Neil Browder (e) (Acquaintance) Phil Ingram (e) (Co-worker) Aunt, Uncle Uncle (Bill Robertson)
Telephone Company	Free Education Easy Access	
Professional (e.g., Teaching) as Opposed to Trade	For educated people Costly Pays well High Status Unappealing Hard Requires Patience Requires Cooperation Lack of Independence	Brother (Ralph) Art, Neil, Bob, Jeff Phil, Uncle (-) Phil, Uncle (-) Phil Phil Phil

* (e) = example (Model)
(-) = negative influence

standing for "example," model; (-) indicates a negative model; i.e., someone who does not have one of the desired traits.

4) Sample: The basic criterion for sampling revolved around the persons to whom the final questionnaires were meant to apply. A questionnaire based on filter categories used by Whites or females in defining education or occupation would be useless for Negroes or males if Negroes or males used different filter categories for defining education and occupation. These considerations required a sample representing members of different social categories.

Five social categories were chosen: race⁹⁰, sex, residence, (rural vs urban) socio-economic status and age-in-grade. Forty-eight cells are generated by this cross-classification. (See Figure Three. Some, of course, are highly improbable (e.g., urban farm cells) and some occur very seldom in Wisconsin (e.g., rural Negro cells.) Altogether, visits to five Wisconsin high schools⁹¹ yielded 31 cases with one subject per cell. Darkened cells were not available in the sample.

5) Interviewers: The interviews were conducted by the chief project assistant and five graduate research assistants in sociology. Although none of the research assistants had had previous experience as interviewers, each was trained in the use of the protocol by the project assistant and accompanied him on at least one interview before interviewing alone. All interviewers also had the opportunity to listen to tapes of each others' interviews, both on their own initiative and in staff seminars during which tapes of special interest were played and discussed. At best two of the interviewers had had substantial undergraduate training and some graduate classes in sociology.

90. Age-in-grade refers to the age of a student compared to his classmates. It is included since being over age-in-grade (as a consequence of being held back, etc.) is related to dropout behavior.

91. We are very grateful to officials of Milwaukee North Division, Milwaukee Washington, Eau Claire Memorial, Oregon Central and Milton Union High Schools for assistance in the collection of these data.

FIGURE THREE

ATTRIBUTES OF PERSONS INTERVIEWED*
AND NOT INTERVIEWED** IN WAVE ONE SAMPLE

		RURAL				URBAN			
		NEGRO		WHITE		NEGRO		WHITE	
		Male	Fe- male	Male	Fe- male	Male	Fe- male	Male	Fe- male
Professionals, executives & white-collar	Age								
	Age +								
Blue-Collar	Age								
	Age +								
Farm & Kindred	Age								
	Age +								

* White cells.

** Dark cells.

6. Analysis: As Chapter II suggested, a questionnaire instrument for eliciting significant others must, in addition to asking the individual who influences his attitudes, elicit those who influence (1) parts of attitudes (self or object) and (2) the filter categories on which his definitions of self and object rest. A reasonable strategy for causing the individual to think of those who influenced his definition of self, object and the filter categories on which they depend was to list the actual filter categories themselves and then ask model and definer items for each filter, as is done in the interview protocol.

a.) The Problem of Multiple Filters: Although this was relatively easy in the case of the interview protocol since each individual provided his own unique filters on the spot, when all the filters from all the interviews were combined they amounted to several hundred, obviously too many to list in a practical questionnaire. Even when divided into filters for education, occupation and self, the number was still prohibitive. Accordingly, all the filters for each of the three objects,--occupation, education and self,--were grouped together into the smallest number of categories which would include them all. The basic aim was to create a small enough number of categories to include on a questionnaire instrument without omitting any important filters mentioned by the interview subjects.

b.) Filter Categories for Occupation: The original purpose of eliciting filter categories at all, of course, was to use them as cues to remind the subject to think of people who have indirectly influenced his thinking about occupation. If an individual did not influence the subject's definition of working, or of being a doctor, perhaps he did influence his thinking about money or how much money a person should earn. This, of course, would influence the individual's occupational choice; income would be a filter category for occupation. But after all the filters were coded from the occupational section of the protocol there were far too many to include on a reasonable questionnaire. Typical responses were "working with people," "good pay," "service to humanity," "high status," "work around animals," "a way to make a living," etc. Although there were many individual responses, a striking characteristic of the list was the great similarity of most of the items to each other. The following actual filters--livelihood, means to support, to buy necessities, \$1.00-\$1.70 per hour (or other actual salary figures) means to support family, make money, compensation, survive, --all involve earning money, for example. Because the number of interviews was too small for any meaningful statistical analysis, all occupational filters were intuitively classified on the basis of similarities like those listed above. Four categories emerged into which almost all the filter categories seemed easily placeable: Intrinsic Nature, Extrinsic Nature, Intrinsic Function and Extrinsic Function.

1.) Intrinsic Nature: This category is made up of all those responses indicating activities contributing directly to the work of a particular kind of job; for example installing pipe is part of the work called "plumbing." Some of the more frequent items included in this class were managing people, selling, farming, designing houses, singing, writing theories, etc.

2.) Extrinsic Nature: This category is made up of all those responses which describe the environments in which the direct activities occur; the best synonym, perhaps, is working conditions, such as heavy work, work outdoors, work around animals, work with my hands, leave free time for travel, not too strenuous, fun, etc.

3.) Intrinsic Function: This category describes the purpose of a job; the actual reason for the job's existing; e.g., healing people, manufacturing houses, bettering humanity. It is distinguished from (1) above in that it refers to the reason the job is done rather than the actual activity being done.

4.) Extrinsic Function: This category refers to those functions which are not inherently part of a job, but which can be served by almost any job; e.g., earn money, advancement, high prestige, buy a house, earn the things you need, support family, etc.

This, of course, is by no means the only classification schema that could be imposed on this data. Its usefulness hinges on the assumption that the mentioning (on a questionnaire instrument) of these four categories, along with several sample items of each, may cue the individual to think of the actual filter categories he has used to define occupation, and hopefully help him remember who he talks to or sees as examples of each of them.

At the same time and independently, Gregory and Lionberger at the University of Missouri, factor analyzed the responses of 1091 high school students and college freshman in Missouri to 23 items describing occupations drawn from the literature.⁹² The analysis yielded the four factors shown in Figure Four.

92. C. L. Gregory and Herbert F. Lionberger "Idealized View of Occupation Held by Freshman Students in a Midwestern University and High School Seniors in Country--Small City, Missouri," unpublished paper presented at Rural Sociological Convention, San Francisco, August, 1967.

FIGURE FOUR

GREGORY-LIONBERGER FACTORS IN OCCUPATIONAL ATTRIBUTES

Four Factors in Occupational Attributes	Estimated Loadings
I. <u>Management Creativity</u> (Intrinsic Nature)	
Work that requires managing of and responsibility for people	.66
Work that requires management and responsibility for money	.57
People with whom I would associate	.54
Selling ideas or things	.50
Working with people	.45
Work that requires considerable thought and development of ideas	.45
II. <u>Materialistic Doer</u> (Extrinsic Nature)	
Work requiring much physical activity	.69
Work out of doors	.68
Opportunity to be close to nature	.63
Working with things	.60
Work involving much use of tools and machines	.59
III. <u>Personality Fulfillment</u> (Intrinsic Function)	
Service to humanity	.49
How my interests and abilities fit in	.45
How important people feel the occupation is	.44
Feeling of accomplishment	.44
People with whom I would associate	.41
IV. <u>Extrinsic Reward</u> (Extrinsic Function)	
Good retirement plan	.56
Good beginning pay	.55
Chance for advancement	.53
Being able to keep the job as long as I want to	.46
Jobs available in the field	.40

93. Adapted from ibid.

The four factors are almost identical to those suggested above (although the names assigned to them are different). When the titles of the filter categories uncovered in our own intuitive analysis are placed over (in parentheses) Gregory and Lionberger factors, even the items themselves are almost identical. This similarity between Gregory and Lionberger's occupational factor structure and our own intuitive classification lends a great deal of encouragement to our analysis.

Now the assumption here is not that all people use all four filter categories in defining occupation in general or any job in particular, but that everyone uses at least one of them and that virtually no one uses any other. In fact, although the data are sketchy and the small, non-random and unrepresentative sample prohibits our reporting it here as substantive finding with any confidence, interviewers report differences particularly between Negro and white aspirers and low and high aspirers in the way they classify occupations. In response to the question "What kind of job would you like to have?", Negroes sometimes respond "Yes, I would like to have a job." Apparently, interviewers feel, the distinction between different jobs is relatively unimportant to the Negroes interviewed, that the real distinction is between having and not having a job.

Interviewers also feel that low aspirers tend to rate jobs almost exclusively on the extrinsic function filter, a characteristic shared by Negroes.⁹⁴

c.) Filter Categories for Education: The filter categories for education were compiled from the educational section of Attitudes on Education, Self, and Occupation Protocol in the same fashion as for occupation, and the same four major categories located in the occupational section--Intrinsic Nature, Extrinsic Nature, Intrinsic Function and Extrinsic Function--seemed to describe the educational filters equally well.

1.) Intrinsic Nature of Education: This category refers to those activities which are essential to education as an object, such as reading and doing assignments, hard work (mentally), requires application, studying, writing, etc. It generally refers to the actual academic work of education.

94. Once again, these are not substantiated findings but rather interviewers' impressions only.

2.) Extrinsic Nature of Education: This filter refers to those things generally associated with the life of a student, such as living in dorms, social activities, not regimented, on your own, allows free time, etc. It generally refers to the usual academic environment.

3.) Intrinsic Function of Education: This filter refers to those ends which are by its nature associated with education, such as improves thinking, gain knowledge and facts, self-development, broadens you, name of a specific subject, etc.

4.) Extrinsic Function of Education: This filter refers to the non-educational ends which education may serve, as helps you get a good job, necessary to get ahead, leads to higher income, lends prestige, etc.

d.) Filter Categories for Self Conception: One of the implications of the theoretical discussion in Chapter II is that individuals identify themselves by citing relationships to the objects of their experience. Apparently, those aspects of the self conception which are relevant to educational and occupational behavior are the individual's conception of his relationship to educational and occupational objects and filter categories. All the filters elicited for self fit without too much strain into the filter categories already established toward education and occupation. Thus I am athletic constitutes a relationship toward the extrinsic nature of education (sporting events, etc.); I am intelligent, I learn quickly, may be seen as orientations toward the intrinsic nature of education (academic work); I want to get ahead is an orientation toward the extrinsic function of education and occupation, etc. Consequently no new filter categories were constructed for self conception. Cues for self conception on the questionnaires were constructed by asking the individual to think of his personal relationship to the same filters as had already been used in the educational and occupational sections. The difference here is that, in the educational and occupational sections the individual is asked about education and occupation in general; in the self conception section, he is asked about his particular relation to those objects and filters. This will be discussed more thoroughly in the section of this chapter on the actual questionnaire instruments.

B. Preliminary Questionnaire Instruments:

Subsequent to the interviews described in section (2) above, initial questionnaire instruments were constructed. The questionnaires were based on the same theoretical presumptions as the interview protocols: that influence may be exerted on parts of (self and object) as well as whole attitudes; that that influence may be exercised through filter categories, and that the two primary modes of influence are defining

and modelling. The one key deviation was that, in the interviews, subjects were allowed to supply their own filter categories for education, occupation and self, while in the questionnaire, filters are provided by the instrument itself.

Two basic instruments were devised: one to detect occupational significant others and one to detect educational significant others. Various stimulus items⁹⁵ cued the individual to think of the four filter categories for object and, after each such cue, asked questions designed to elicit models and definers. Then the test cued the individual to think of his relationship to each of the four filter categories, and asked model and definer questions again.

Two basic forms of each instrument were constructed: a long form in which the subject was asked to answer Likert-type questions about each filter category, and a short form in which the filter categories were simply mentioned.

These fairly cumbersome early instruments were pretested on 20 high school students at Milton Union High School. Each student was interviewed briefly after taking the tests, and potential wording difficulties and misunderstandings were discussed. Regression lines for long and short forms for each individual were hand-plotted and, based on this analysis, revised and shortened instruments were prepared and administered to another pretest sample in Madison's Edgewood High School, a private church-related school. (N = 20 seniors). These students, too, were interviewed about their reactions to the test. Finally, a pretest sample of 429 high school juniors was drawn in Eau Claire, Wisconsin, and the revised instruments were administered.⁹⁶

95. The actual wording of the items was changed somewhat after pretest, but the basic structure remains substantially the same; consequently a full description will be reserved for the final form of the instrument in the next section.

96. These data are partially analyzed in Elizabeth H. Schweitzer, Exploratory Research Into the Relationship Among Socio-economic Status, Significant Other Influences and Level of Occupational Aspiration, unpublished Master's thesis, University of Wisconsin, Madison, 1968; Joseph Woelfel, "A Paradigm for Research on Significant Others," unpublished paper presented at joint sessions of the American Sociological Association and the Society for the Study of Social Problems, San Francisco, August, 1967.

C. Final Significant Other Elicitor Instrument:

The seven-page questionnaire instruments, the Occupational and Educational Significant Other Elicitors,⁹⁸ emerged from these pretests. Both are rapid administration questionnaires for use in either individual or group-testing situations which may be administered by non-technical personnel. Aside from wording changed in the items themselves, they are identical in concept to the original instruments described in the preceding section.

1.) The Occupational Significant Other Elicitor: The Occupational Significant Other Elicitor consists of seven pages. Page One (the cover) contains the name of the instrument and provides space for the subject's name. Page Two is an instruction sheet including a sample item. The instructions are comprehensive and simple; they require no amplification by the administrator, although it is recommended he read them aloud with the subjects. Page Three is the first substantive page. The first paragraph (numbered One) lists the four filter categories for occupation--Intrinsic Nature, Extrinsic Nature, Intrinsic Function and Extrinsic Function, although in terms the pretests suggested were more understandable to high school populations--along with example items from each filter. Its purpose is to cue the individual to think of the filter categories he uses in defining occupation. The following four items--numbered A through D--are definer items for the filters, which are repeated. Thus Item A asks the individual to identify definers for the intrinsic nature filter for occupation. If a name appears at all on this page that person is classed a definer for object and is assigned one point. (Since not all persons are expected to use all filters, the number of times a name appears on a page is not relevant to scoring; scoring is based rather on the number of pages on which a name appears.)

Page Four lists all four filters again, but this time asks model items for each filter. Persons whose names appear on this page are classed as model for object and receive one point.

Page Five reiterates the four filter categories for occupation, but this time cues the individual to think specifically about his relationship toward each of them. Items A through D are definer eliciting items for his orientation to each of the filter categories. The persons whose names are elicited on Page Five are definners for self and are scored one point.

97. See Appendix B.

98. Two additional long-form instruments were also developed primarily for validation purposes and may be found in Appendix B.

Page Six asks model items for each of the self filters. Names of persons occurring on Page Six are models for self and are scored one point.

Page Seven is the concluding page and urges the subject to check over his form one more time before handing it in.

2.) Scoring the Occupational Significant Other Elicitor: As is evident from the description preceding, the instrument classifies and scores significant others according to the pages on which their names occur. Chart One, page 50, summarizes the scoring procedure (and includes the appropriate expectation elicitors, to be described in the next chapter).

3.) The Educational Significant Other Elicitor: The Educational Significant Other Elicitor consists of seven pages. Page One (the cover) contains the name of the instrument and provides space for the subject's name. Page Two is an instruction sheet including a sample item. The instructions are comprehensive and simple; they require no amplification by the administrator, although it is recommended he read them aloud to the subjects. Page Three is the first substantive page. The first paragraph (numbered One) lists the four filter categories for education--Intrinsic Nature, Extrinsic Nature, Intrinsic Function and Extrinsic Function, although in terms the pretests suggested were more understandable to high school populations--along with example items from each filter. Its purpose is to cue the individual to think of the filter categories he uses in defining education. The following four items--numbered A through D--are definer items for the filters, which are repeated. Thus Item A asks the individual to identify definers for the intrinsic nature filter for education. If a name appears at all on this page that person is classed a definer for object and is assigned one point. (Since not all persons are expected to use all filters, the number of times a name appears on a page is not relevant to scoring; scoring is based rather on the number of pages on which a name appears.)

Page Four lists all four filters again, but this time asks model items for each filter. Persons whose names appear on this page are classed as model for object and receive one point.

Page Five reiterates the four filter categories for education, but this time cues the individual to think specifically about his relationship toward each of them. Items A through D are definer eliciting items for his orientation to each of the filter categories. The persons whose names are elicited on Page Five are definers for self and are scored one point.

Page Six asks model items for each of the self filters. Names of persons occurring on Page Six are models for self and are scored one point.

Page Seven is the concluding page and urges the subject to check over his form one more time before handing it in.

4.) Scoring the Education Significant Other Elicitor: As is evident from the description preceding, the instrument classifies and scores significant others according to the pages on which their names occur. The chart on Page 50 is a complete description of the scoring procedure.

3. Summary:

The Significant Other Elicitors are questionnaire-type instruments for the detection of significant others for education and occupation. They flow from two basic sources: 1) The theoretical assumptions set forth in Chapter II: and 2) interview data gathered from depth interviews of Negro, white, urban, rural, male, female, overage and normal age-in-grade Wisconsin high school youth. Both instruments were refined and modified as a result of three separate pretests in different populations drawn from three cities and towns in Wisconsin.

The instruments classify significant others according to the component of attitude over which they exercise influence (object, self or both) and the mode of influence employed (modelling or defining).

CHART ONE

SCORE FOR THE SIGNIFICANCE OF THE OTHER AND KEY TO APPROPRIATE EXPECTATION ELICITOR INSTRUMENTS

PAGE(S) OF SIGNIFICANT OTHER ELICITOR ON WHICH SIGNIFICANT OTHER'S NAME APPEARS	TYPE SIGNIFICANT OTHER	SIGNIFICANCE SCORE	ADMINISTER EXPECTATION ELICITOR EDUCATION	OCCUPATION
1, 2, 3, and 4	Model and definer for self and object	4	E2, E3, E4, E5	02, 03, 04, 05
1, 2, 3	Model and definer for object, definer for self	3	E1, E4, E5	01, 04, 05
1, 3, 4	Definer for object, model and definer for self	3	E1, E2, E3, E4, E5	01, 02, 03, 04, 05
1, 2	Model and definer for object	2	E1	01
1, 3	Definer for object, definer for self	2	E1, E4, E5	01, 04, 05
1, 4	Definer for object, model for self	2	E1, E2, E3	01, 02, 03
2, 3	Model for object, definer for self	2	E1, E4, E5	0., 04, 05
2, 4	Model for object, model for self	2	E1, E2, E3	01, 02, 03
3, 4	Model and definer for self	2	E2, E3, E4, E5	02, 03, 04, 05
1	Definer for object	1	E1	01
2	Model for object	1	E1	01
3	Definer for self	1	E4, E5	04, 05
4	Model for self	1	E2, E3	02, 03

CHAPTER IV.

THE EXPECTATION ELICITORS

1. Introduction:

Once significant others for any individual have been identified, a description of the interpersonal influence process still requires a knowledge of the particular influences those significant others are transmitting to that individual. This task is the one for which the Wisconsin Significant Other Battery Expectation Elicitors⁹⁹ have been designed. This chapter will describe those instruments. Section Two discusses the general theory of the questionnaires. Section Three describes each instrument and relates it to the theory. Section Four discusses the administration of the instruments to individuals to detect their aspirations as opposed to administering them to significant others to elicit expectations, and Section Five discusses scoring of the instruments.

2. Theory:

The Expectation Elicitors were developed simultaneously with the Significant Other Elicitors, are based on the same 61 interview cases and theoretical presumptions, and are meant as a complement to those instruments. Most simply and generally, just as the Significant Other Elicitors operated by asking the individual who he talked to or used as a model about objects and filter categories, the Expectation Elicitors operate by asking the significant others what they themselves think about or tell the individual about the objects or categories. Although the instruments are very simple, the fact that slightly different versions of each have been provided depending on the exact classification of the significant other in question makes them somewhat difficult to explain concisely.

As were the Significant Other Elicitors, the Expectation Elicitors are based on the theoretical presumptions of Chapter II.

1.) Attitudes are not indivisible units, but rather are constructed of component parts. Consequently it is possible for a significant other to exercise influence over parts of an attitude as well as the entire attitude; 2.) attitudes and the components of attitudes themselves rest on larger cognitive

99. Expectation Elicitors is a convenient but not exactly accurate title since, although expectations are elicited by the instruments, expectations do not constitute all that is elicited.

structures (filter categories) and consequently may be modified indirectly by modification of these larger structures; and 3) influence over attitudes, their components or the larger structures on which they depend may be caused both by persons and groups that set norms for the individual by holding expectations for him or in some other way communicating with him and by persons or groups which stand as points of cognitive reference.

In accordance with these three distinctions, expectation forms have been provided for models and definers, for significant others for object and self, and for direct and indirect (through filter categories) significant others. Chart Two illustrates all the kinds of Expectation Elicitors in the Wisconsin Significant Other Battery. Column One consists of instruments meant to be administered to those significant others who influence only the individual's definition of the object (either education or occupation). Since, without relating the object directly to the self, an object can only be defined by placing it into categories.¹⁰⁰ The four direct-object cells are labelled Null, or impossible, and no tests have been written to fill them. Column Two consists of instruments meant to be administered to those significant others who influence either the individual's definition of self or his whole attitude. Self and Total are combined in this chart (that is, the same instruments are administered to self and total significant others) because, operationally within this research, the self conception is defined in terms of the individual's perceived relationship to the object in question and its filter categories; i.e., "I am the kind of person who would do well in school," etc. Consequently, any definition of self will operationally imply a reference to the object or object filter category, and will constitute a reference to the whole attitude. Thus, if a person were identified by the Significant Other Elicitor instruments (see Chapter Three) as a significant other for object only, he would receive an instrument from Column One. If he were identified as a significant other for either self or the total attitude, he would receive an instrument from Column Two.

The two major rows, occupation and education, refer to the attitude for which the significant other is influential. If his name is elicited on the occupational Significant Other Elicitor, he would

100. See Chapter II.

CHART TWO

Schematic Chart of Expectation Elicitors

OBJECT	TYPE INFLUENCE		I		II
			ATTITUDE OBJECT		COMPONENT SELF AND TOTAL
OCCUPATION	MODEL	DIRECT	NULL	1	2 (02)
		FILTER	(01)	3	4 (03)
	DEFINER	DIRECT	NULL	5	6 (04)
		FILTER	(01)	7	8 (05)
EDUCATION	MODEL	DIRECT	NULL	9	10 (E2)
		FILTER	(E1)	11	12 (E3)
	DEFINER	DIRECT	NULL	13	14 (E4)
		FILTER	(E1)	15	16 (E5)

receive an instrument from the occupational row, for example. Within that row, if he were identified as a model, he would receive a model instrument, and if a definer, a definer instrument. If he were both model and definer, he would receive both. Thus, if a person were found by the occupational significant other elicitor to be a definer for object and a model for total, he would receive the instruments from cells seven, two, and four.¹⁰¹

The direct filtered distinction within model and definer rows refers to whether the influence is exercised by directly linking the person with the object (e.g., You should be a Doctor) or through a filter category (e.g., You should earn a lot of money, help humanity, etc.) Since direct influence is defined here as directly linking the person to the object, all direct-object cells are logically impossible; the direct linking of object and person automatically placed the influence into the total attitude cell, since the total attitude is involved.

The basic purpose of Chart Two is simply to illustrate the idea that different kinds of significant others exercise different kinds of influence, and so different kinds of instruments must be designed to measure these different kinds of influence. A significant other, for example, who served as a model for object could well be a doctor that the individual knew. The individual's observation of that doctor could serve as evidence about what being a doctor is like. Yet if a definer form were sent to that doctor asking him his expectation for the individual's future job, the doctor might be completely confused; he may not even know the individual at all, much less what his occupational future may be like. How each of these forms performs its individual function can best be explained individually. Chart Two will serve as a quick guide as to which Expectation Elicitor to administer to any significant other based on his Significant Other Elicitor type.

3. Description of the Instruments:

(33) A.) Form 01:¹⁰² Form 01 is an occupational form. It requests

101. Direct and filtered instruments are different in form, and that difference will be explained below. Any significant other, however, receives both instruments within any cell, since the WISOB SOE does not distinguish significant others who operate by filters from those who operate directly. Both Expectation Elicitor forms are administered so that the influence may be tapped no matter which it may be.

102. All Expectation Elicitor forms can be found in Appendix B.

significant others to report their definition of occupation as an object. This is done by asking the significant other to rate occupation on each of the four filter categories for occupation. (See Chapter Three.) Since defining occupation as an object does not require a knowledge of the individual for whom the significant other is a significant other, Form 01 may serve for both definers and models. Form 01 fills cells three and seven of the chart on page 53.

B.) Form E1: Form E1 is the educational counterpart to Form 01. The form is identical to that of 01, but the person is asked to rate education on each of the four filter categories for education. Form E1 fills cells 11 and 15 of the chart on page 53.

C.) Form 02: Form 02 is an occupational form meant to be administered to models for self and models for the total attitude. It asks the significant other to set down his own orientation toward the occupational hierarchy. Insofar as it refers directly to that significant other's orientation to the object (occupation), it is a direct form. It fits into cell two of Chart Two.

Basically, form 02 is a slightly modified version of the Occupational Aspiration Scale.¹⁰³ The Occupational Aspiration Scale is an eight item multiple-choice instrument. It includes items permitting responses at both the realistic (the best job the person is sure he can attain) and the idealistic (the level the person would most like to attain if nothing stood in his way) expression levels of level of occupational aspirations, each at two goal-periods, called career periods in this context, short range (end of schooling) and long range (at age 30). The four possible combinations of these components are each assessed twice, thus giving a total of eight questions. The alternatives for each item consist of ten occupational titles drawn from among the ninety occupations ranked by the National Opinion Research Center¹⁰⁴ study of the prestige of occupations (see Table One). Each occupation is presented as a possible response only once on the form. Alternative responses for each item systematically span the entire range of occupational prestige, and are scored from zero to nine. Operationally, an item score of nine indicates that the respondent has chosen an occupation from among the eight highest prestige occupations on the National Opinion Research Center scale, and an item score of zero indicates that one of

103. See Haller and Miller, op. cit.

104. National Opinion Research Center (1947). Jobs and Occupation: A Popular Evaluation, Opinion News, 9:3-13.

TABLE ONE*

Summary of the Relation Between the National
Opinion Research Center Occupational Prestige
Scores and the Occupational Aspiration Scale
Format

National Opinion Research Center Rankings		Occupational Aspiration Scale		
Occupation	Score	Item	Question	Score
1) U.S. Supreme Court Justice.....	96	1	R-S	9
2) Physician.....	93	2	I-S	9
3) State Governor.....	93	3	R-S	9
4) Cabinet Member in Federal Government.....	92	4	I-S	9
5) Diplomat in U.S. Foreign Service.....	92	5	R-L	9
6) Mayor of a Large City.....	90	6	R-L	9
7) College Professor.....	89	7	R-L	9
8) Scientist.....	89	8	I-L	9
9) U.S. Representative in Congress.....	89	1	R-S	8
10) Banker.....	88	2	I-S	8
11) (Government Scientist) (a).....	88	.	...	.
12) County Judge.....	87	3	R-S	8
13) Head of a Department in a State Government.....	87	4	I-S	8
14) Minister (or) (b).....	87	5	R-L	8
15) Priest.....	86	5	R-L	8
16) Architect.....	86	6	I-L	8
17) Chemist.....	86	7	R-L	8
18) Dentist.....	86	8	I-L	8
19) Lawyer.....	86	1	R-S	7
20) Member of the Board of Directors of a Large Corporation.....	86	2	I-S	7
21) Nuclear Physicist.....	86	3	R-S	7
22) Psychologist.....	85	4	I-S	7
23) Civil Engineer.....	84	5	R-L	7
24) Airline Pilot.....	83	6	I-L	7

(a) Titles in parentheses not used in the Occupational Aspiration Scale.

(b) Both are combined as a single alternative in the Occupational Aspiration Scale.

National Opinion Research Center Rankings		Occupational Aspiration Scale		
Occupation	Score	Item	Question	Score
25) Artist who Paints Pictures that are Exhibited in Galleries	83	7	R-L	7
26) Owner of a Factory that Employs about 100 People.....	82	8	I-L	7
27) Sociologist.....	82	1	R-S	6
28) Accountant for a Large Business.....	81	2	I-S	6
29) Biologist.....	81	3	R-S	6
30) Musician in a Symphony Orchestra.....	81	4	I-S	6
31) Author of Novels.....	80	5	R-L	6
32) Captain in the Army.....	80	6	I-L	6
33) Building Contractor.....	79	7	R-L	6
34) (Economist) (a).....	79	.	...	.
35) (Instructor in the Public Schools) (a).....	79	.	...	.
36) Public School Teacher.....	78	8	I-L	6
37) County Agricultural Agent.....	77	1	R-S	5
38) Railroad Engineer.....	77	2	I-S	5
39) (Farm Owner and Operator) (a)..	76	.	...	.
40) Official of an International Labor Union.....	75	3	R-S	5
41) Radio Announcer.....	75	4	I-S	5
42) Newspaper Columnist.....	74	5	R-L	5
43) Owner-operator of a Printing Shop.....	74	6	I-L	5
44) Electrician.....	73	7	R-L	5
45) Trained Machinist.....	73	8	I-L	5
46) Welfare Worker for a City Government.....	73	1	R-S	4
47) Undertaker.....	72	2	I-S	4
48) Reporter on a Daily Newspaper..	71	3	R-S	4
49) Manager of a Small Store in a City.....	69	4	I-S	4
50) Bookkeeper.....	68	5	R-L	4
51) Insurance Agent.....	68	6	I-L	4

(a) Not used in the Occupational Aspiration Scale.

National Opinion Research Center Rankings		Occupational Aspiration Scale		
Occupation	Score	Item	Question	Score
52) (Tenant Farmer--One who Owns Livestock and Machinery and Manages the Farm) (a).....	68	.	...	.
53) Traveling Salesman for a Wholesale Concern.....	68	7	R-L	4
54) Playground Director.....	67	8	I-L	4
55) Policeman.....	67	1	R-S	3
56) Railroad Conductor.....	67	2	I-S	3
57) Mail Carrier.....	66	3	R-S	3
58) Carpenter.....	65	4	I-S	3
59) (Automobile Repairman) (a)....	63	.	...	.
60) Plumber.....	63	5	R-L	3
61) Garage Mechanic.....	62	6	I-L	3
62) Local Official of a Labor Union.....	62	7	R-L	3
63) Owner-operator of a Lunch Stand.....	62	8	I-L	3
64) Corporal in the Army.....	60	1	R-S	2
65) Machine Operator in a Factory.	60	2	I-S	2
66) Barber.....	59	3	R-S	2
67) Clerk in a Store.....	58	4	I-S	2
68) (Fisherman who Owns his Own Boat) (a).....	58	.	...	.
69) Streetcar Motorman.....	58	5	R-L	2
70) Milk Route Man.....	54	6	I-L	2
71) (Restaurant Cook) (a).....	54	.	...	.
72) Truck Driver.....	54	7	R-L	2
73) Lumberjack.....	53	8	I-L	2
74) Filling Station Attendant.....	52	1	R-S	1
75) Singer in a Night Club.....	52	2	I-S	1
76) Farm Hand.....	50	3	R-S	1
77) Coal Miner.....	49	4	I-S	1
78) Taxi Driver.....	49	5	R-L	1
79) Railroad Section Hand.....	48	6	I-L	1
80) Restaurant Worker.....	48	7	R-L	1
81) Dock Worker.....	47	8	I-L	1

National Opinion Research Center Rankings		Occupational Aspiration Scale		
Occupation	Score	Item	Question	Score
82) Night Watchman.....	47	1	R-S	0
83) Clothes Presser in a Laundry...	46	2	I-S	0
84) Soda Fountain Clerk.....	45	3	R-S	0
85) (Bartender) (a).....	44	.	...	.
86) Janitor.....	44	4	I-S	0
87) Sharecropper--One who Owns No Livestock or Equipment and Does Not Manage Farm.....	40	5	R-L	0
88) Garbage Collector.....	35	6	I-L	0
89) Street Sweeper.....	34	7	R-L	0
90) Shoe Shiner.....	33	8	I-L	0

*Taken from Haller and Miller, op. cit., pp. 56-57.

the eight lowest prestige occupations has been chosen. Thus, the total possible score for all eight items ranges from zero to 72. This score is used to measure the individual's general level of occupational aspirations. It is designed, not as an absolute measure of level of occupational aspirations, but only as a measure of relative level of occupational aspirations. It is primarily for use on male high school students. (It is the belief of its authors that it may work well with females as well as with males, at this or younger ages, but this belief has yet to be demonstrated.) Thus, the level and range of difficulty of the test items is oriented to male subjects of this age and educational status. The Occupational Aspiration Scale is a self-descriptive instrument. It is easily administered in a group testing situation, but it may also be administered individually.

Relation to the General Concept of Level of Aspiration Expression Levels and Goal-Periods.

The wording of the stimulus-questions of the Occupational Aspiration Scale in terms of expression levels and goal-periods is presented in Table Two. The wordings are intended as occupational applications of the two dimensions which provide estimates of the boundaries of the range of the person's level of aspiration. Thus the wordings flow directly from general level of aspiration theory. Each stimulus question specifies both an expression level and a goal-period, and all four possible combinations of expression levels and goal-periods are used to form the stimulus questions. The same stimulus question is presented twice.

The numbers in parentheses in Table Two refer to the sequence of the items using the four types of questions. The letters in parenthesis refer to the expression levels and goal-periods of the questions. Thus, the questions are presented in the following sequence: Question One, realistic--short-range ("...which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?"); Question Two, idealistic--short range ("...which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?"); Question Three, realistic--short-range (same as Question One); Question Four, idealistic--short-range (same as Question Two); Question Five, realistic--long-range ("...which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 years old?"); Question Six, idealistic--long-range ("...which ONE would you choose to have when you are 30 years old, if you were FREE TO HAVE ANY of them you wished?"); Question Seven, realistic--long range (same as Question Five); and Question Eight, idealistic--long-range (same as Question Six). This system permits eight different estimates of the person's level of occupational aspirations, two estimates for each combination of expression levels with goal-periods.

TABLE TWO*

**Occupational Aspiration Scale Format:
Combination of Expression Levels and Goal-
periods for each of the Four Question-Wordings.**

Expression Levels	Goal-periods.	
	Short-range (S) (a)	Long-range (L) (b)
Idealistic (I)	Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER (2 and 4)	Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished? (6 and 8)
Realist (R)	Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER? (1 and 3)	Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD? (5 and 7)

(a) Initial Career-Point.

(b) Mature Career-Point.

*Taken from Haller and Miller, op. cit., p. 60.

The Continuum of Difficulty.

Generally, occupational prestige (or societal evaluation) is the best single criterion available today to rank occupational titles on a continuum of difficulty.¹⁰⁵ By far the best study of the prestige of American occupations is the North-Hatt study.¹⁰⁶ It is best because it is based on an adequate sample of the American adult population, it covers many occupations, and it includes occupations from the entire American occupational hierarchy. For this reason, the National Opinion Research Center occupations and their ratings were selected as the criterion on which to base the continuum of difficulty for the Occupational Aspiration Scale. Each stimulus question of the Occupational Aspiration Scale is followed by a set of ten occupational titles, which are its response alternatives. Any one occupational title is presented as a response alternative only to one question. Using no occupational title more than once works to minimize the specific effects of non-prestige factors in assessing a person's pure level of occupational aspirations.

The occupational titles were systematically selected from the 90 occupations ranked by the National Opinion Research Center study (see Table One). This selection was done in a way which makes sure that the response alternatives for each stimulus question span the entire range of the prestige hierarchy or continuum of difficulty. Ten of the 90 National Opinion Research Center occupations were eliminated in order to reduce the number of occupational responses to 80. (eight stimulus questions by ten alternatives per questions). Of the remainder, the highest prestige occupation was assigned to Question One, the second highest to Question Two, and so on down to the 80th which was assigned to Question Eight. Table Three illustrates how this was done. While each set of alternatives does not span the same area of prestige ratings, they do tend to span almost the same range of occupational prestige. The equality of ranges is only approximated because several of the occupations in the National Opinion Research Center ratings have the same average prestige score.

Scoring.

All of the eight items are scored in the same way. Table Four

105. Haller & Miller, op. cit.

106. National Opinion Research Center (1947), op. cit.

TABLE THREE*

Occupational Aspiration Scale Format:
Distribution of 80 National Opinion
Research Center Occupations Among the
Occupational Aspiration Scale Items

80 NORC Occupations		Occupational Aspiration Scale Items							
		1	2	3	4	5	6	7	8
(High Prestige)									
1		9	.	.	.	.	.	.	.
2		.	9	.	.	.	.	.	.
3		.	.	9	.	.	.	.	.
4		.	.	.	9	.	.	.	.
5		.	.	.	.	9	.	.	.
6		.	.	.	.	.	9	.	.
7		.	.	.	.	.	.	9	.
8		.	.	.	.	.	.	.	9
:		:	:	:	:	:	:	:	:
:		:	:	:	:	:	:	:	:
73		0	.	.	.	.	.	.	.
74		.	0	.	.	.	.	.	.
75		.	.	0	.	.	.	.	.
76		.	.	.	0	.	.	.	.
77		.	.	.	.	0	.	.	.
78		.	.	.	.	.	0	.	.
79		.	.	.	.	.	.	0	.
80		.	.	.	.	.	.	.	0
(Low Prestige)									

*Taken from Haller and Miller, op. cit., p. 62.

TABLE FOUR *

Distribution of Prestige Scores of
Occupational Titles for Each Occupa-
tional Aspiration Scale item.

Order of Presentation	Score
1	7
2	4
3	8
4	2
5	9
6	0
7	6
8	3
9	5
10	1

*Taken from Haller and Miller, op. cit., p. 63.

illustrates the re-arrangement of prestige scores and the corresponding scores for each of the ten response alternatives. The scores of alternative responses for each stimulus question range from zero to nine. The sum of all eight item scores is taken as the individual's level of occupational aspiration as measured by the Occupational Aspiration Scale. Thus, the total score obtainable on the Occupational Aspiration Scale ranges from zero to 72.

D.) Form E2: Form E2 is the educational equivalent of Form 02. The greater simplicity of Form E2 is a reflection of the greater simplicity of the educational hierarchy. Long-range and short-range questions are not needed, nor are parallel levels of achievement available (in occupation, for example, it is possible to choose different jobs on the same prestige level, whereas in education one can either attend college or not; there really are few parallel hierarchical structures.) Thus there are only two items. Item One measures the significant others own ideal level of educational aspiration. Item Two measures his own realistic level of educational aspiration. It is a model form, since it asks the significant other's own expectation for himself, and is used for both self and total significant others. Since it speaks directly of the significant others relationship to the object (education) it is a direct form. It fits into Cell Ten of Chart Two.

E.) Form 03: Form 03 is the filtered counterpart of Form 02. It assessed the significant other's conception of his relationship to each of the filter categories for occupation, rather than his orientation to occupation itself. There are four items, one for each filter category, and each item asks the significant other to rate, on a Likert-type scale, how important each of the filters is in his consideration of occupations. Thus, it is a model for self or total form, filtered, and fits into Cell Four of Chart Two.

F.) Form E3: Form E3 is the educational counterpart of Form 03. The only difference is that, instead of the filter categories for occupation, E3 asks the significant other to rate the relative importance to himself of the four educational filter categories. It thus fits into Cell 12 of Chart Two.

G.) Form 04: Form 04 is meant to be administered to occupational significant others who are definers for self and for the total attitude. It is the exact equivalent of Form 02 except that, instead of eliciting the significant others own expectation for his relationship to occupation (i.e., his level of occupational aspirations) it asks him for his expectation for the individual for whom he is a significant other. Thus Form 02 typically asks "If you were just out of school...which (job) are you really sure you could get?" Form 04 states "This set of questions concerns your interest in different kinds of jobs for (name)."

"Of the jobs listed...which is the best one you are really sure he¹⁰⁷ can get...?" Since it refers directly to the individual's orientation to the object, it is a direct instrument. It fits into Cell Six of Chart Two.

H.) Form E4: Form E4 is to Form E2 as Form 04 is to Form 02. It is the educational equivalent of Form 04 and identical in form to Form E2 except that it asks the significant other about his aspirations for the individual rather than for himself. It fits into Cell 14 of Chart Two.

I.) Form 05: Form 05 is meant to be administered to occupational significant others who are definers for self and for the total attitude. It differs from Form 04 in that it purports to measure the significant other's feeling about the individual's orientation to the filter categories for occupation rather than to occupation itself. It is quite similar to Form 03 except insofar as it asks the significant other to provide his expectations for the individual rather than for himself. It fits into Cell Eight of Chart Two.

J.) Form E5: Form E5 is the educational equivalent of Form 05. It is meant to be administered to educational significant others who are definers for self and for the total attitudes. It differs from Form E4 in that it purports to measure the significant other's feelings about the individual's orientation to the filter categories for education rather than to education itself. It is quite similar to Form E3 except insofar as it asks the significant other to provide his expectations for the individual rather than for himself. It fits into Cell 16 of Chart Two.

K.) Form E01: Form E01 is administered to all significant others and measures basic personal variables such as age, sex, residence, SES, etc.

L.) Form E02: Form E02 is administered to all significant others and measures the degree to which a person is confident of his answers and how strongly he feels about them.

4. Administration of Expectation Elicitors to Individuals Rather than Significant Others:

107. There are two separate forms here--one for males and one for females. The female form is exactly the same except that it says "...sure she can get..."

In order to determine the individual's own educational and occupational aspirations, all model for self forms may be administered to the individual.

5. Scoring the Expectation Elicitors:

All the Expectation Elicitors (except Form 02 and 04, the Occupational Aspiration Scale, which is scored according to the directions on page 65 above) are scored simply by summing the item scores.

6. Summary

This chapter has presented the forms used to assess each significant other's orientation to the object (education or occupation) regarding which he has influenced the youth. Since the social statuses of the youth and his significant others is to some extent tied to the language (e.g., personal pronouns have genders), and since the types of significant others (e.g. model and definer) and the objects (education and occupation) vary, it was necessary to develop a series of somewhat different forms of the Significant Other Expectation Elicitors. Each of these was presented. Only for those cases in which the significant other is a direct definer of the object (that is, he has told the youth he ought to take a certain job or go to a certain level in school) do we have instruments which measure the significant other's level of (occupational prestige or education) expectations for the youth. When the significant other serves as a direct model for the youth's relation to the object, we have an instinct to measure his (the significant other's) level of (occupational prestige or educational) aspirations for himself. All other expectation elicitors refer to the expectations regarding the filter categories.

CHAPTER V

RELIABILITY OF THE WISOB SIGNIFICANT OTHER ELICITORS AND LEVEL TYPE SIGNIFICANT OTHER INFLUENCE ELICITORS

1. Reliability of the Significant Other Elicitors (SOEs):

For present purposes we will consider validity to mean the degree to which an instrument actually measures the phenomenon it purports to measure, and reliability to refer to the degree of consistency with which it measures whatever it measures.¹⁰⁸

A. Approaches to Testing Reliability of the SOEs:

As Chapter III shows, the SOEs are unusual questionnaires and their unique qualities breed special problems for testing reliability. Generally, three strategies for assessing reliability have been proposed,¹⁰⁹ sometimes called 1) Coefficient of Internal Consistency, 2) Coefficient of Equivalence, 3) Coefficient of Stability. The SOEs have their own special difficulties for each of these strategies.

1) Coefficient of Internal Consistency: Coefficients of Internal Consistency depend upon the existence within an instrument of a multiplicity of items designed to measure the same or covarying dimensions. The assumption is that if two or more items in the test purport to measure the same phenomena, or phenomena which are highly correlated, then the responses to those two or more items should be highly correlated. The most common usage of internal consistency measures is split-half reliability testing, (although the logic of item-to-item, item-to-total

108. If one were to construct a thermometer, after completion his first question would be whether it really measured temperature. If the reading of the instrument were found to vary with barometric pressure rather than temperature, it would not be a valid instrument. If it were exposed to exactly the same conditions on several occasions, yet gave divergent readings, it would not be reliable. It is conceivable that it could be reliable yet invalid. A perfect barometer, for example, would be a wholly reliable instrument which is invalid for the measurement of temperature. If a test is wholly unreliable, it is not possible that it be valid, since its readings would be responsive to some other phenomena in addition to the critical variable, and its readings could never be trusted unless one could be assured that this other phenomena were not acting during a given administration. See Standards for Educational and Psychological Tests and Manuals, Washington, American Psychological Association, 1966, pp. 25-27.

109. We are following the terminology of Hays & Miller (q.v.) in this chapter for convenience, even though, as the American Psychological Association's Standards for Educational & Psychological Tests and Manuals in its most recent form points out, no predetermined classification fits all reliability measures adequately. See . . .

correlations, and item-to-item analyses appears to be about the same). Split-half testing, as the name implies, involves dividing a test into two halves and measuring the correlation between scores on each half. The assumption of course is that if all the items in each half do measure the same dimension, then the two halves should be highly correlated.

This technique is not appropriate to the SOEs. The SOEs purport to measure four dimensions: model for self, model for object, definer for self, definer for object. These dimensions are analytically independent.

(However it stands to reason that most significant others will be people with whom the individual is interacting. So empirically there is probably a positive correlation between being a model and being a definer. Besides, attainment regarding the occupational prestige hierarchy is correlated with attainment regarding the educational system. Hence, being a model or definer for occupation and education are almost surely positively correlated. This information, however, is probably more a measure of construct validity than reliability in the strict sense, insofar as it depends equally on the reliability and validity of the test and the validity of the theoretical view of significant other phenomena presented in Chapter II. Although full-fledged split-half and item-to-total measures were not made, a contingency table analysis of part of one pretest sample shows that the conditional probability of being a model given that one has been identified as a definer is about .5, a result consistent with the theory. The conditional probability of being an educational significant other, given that one has been identified as an occupational SO, is about .7).

2) Coefficient of Equivalence: The correlation between two equivalent forms of the same test administered to the same population at the same time is called the coefficient of equivalence. The assumption underlying this method is that two equivalent instruments purporting to measure the same phenomenon, when administered to the same sample at the same time, should be highly correlated. Since the SOEs do exist in both long and short forms which purport and measure the same phenomenon (the degree to which various persons function as significant others for a youth in the areas of educational and occupational decision-making) this would seem an appropriate strategy. There are two characteristics of the SOEs, however, which seriously hamper the effectiveness of this technique.

a) The output of the instrument consists wholly of names intimately familiar to the respondent. This leads to three confounding effects: 1) memory from form to form; 2) the possibility that one may not bother to write a name on the second test because he has used it several times on the first form; 3) a tendency of the respondent to try to think of

names he has not used before, even though they may not be wholly appropriate. b) The test is open-ended and requires a great deal of physical effort. Thus fatigue tends to emphasize the effect of a)(2) above.¹¹⁰

Our judgment based on early experience with the test indicates that the second form of the test (second in order of administration) is seriously affected by the immediate prior administration of the first, and the two ought not be administered together.

3) Coefficient of Stability: "Coefficient of Stability" refers to the administration of identical or equivalent instruments to the same sample with time intervening between the two administrations. Since the objections to coefficient of equivalence checking were primarily based on the special susceptibility of the SOEs to prior administrations, the time lag between first and second administration provides at least a partial resolution. Yet limitations are imposed here too, not only by the special characteristics of the test but also by the special characteristics of the variable it purports to measure, and there is reason to suggest these difficulties will lead to reduced correlation coefficients:

a) Obviously, the longer the time intervening between the first and second administration, the greater the degree to which the objections raised in the section on equivalence above are resolved. But when time is introduced into the situation, the stability of the instrument over time becomes confounded with the stability of the phenomenon over time. If the phenomenon measured should itself vary over time, then obviously an instrument designed to measure it should not yield the same value when administered at two distinct points of time. The dilemma thus posed demands selecting a time interval great enough to erase the effects of familiarity and memory, yet brief enough to preclude major changes in the phenomenon itself.

In the case of the SOEs this difficulty is particularly severe, since the familiarity of the responses demanded will require a fairly long time to erase memory, and the stability of the patterns of "SOs" being measured is largely unknown (this mainly because there has never really been instrumentation available to make such a measurement). Since the absolute magnitude of the correlation between two administrations of a perfectly reliable instrument depends upon the amount of change in the phenomenon measured during the intervening time period, and since the amount of change in significant other patterns over time is not known, it is not possible to estimate the exact value of correlation which would indicate the SOE's reliability.

110. All of these effects were located in post-pretest interviews during the earlier stages of design.

There is some reason to suggest that SO patterns will change over time. The sample in this research is drawn from a high school student population. In such populations, interaction patterns (and consequently pattern of available SOs) may be seen to shift considerably between summer vacation and the school year, as well as from year to year and from semester to semester as classes shift. The SOEs purport only to measure contemporary influence patterns. It should be possible to predict, though, that if the lowered coefficients of stability are due to changes in the significant other phenomenon itself, those changes should be greatest for the lowest ranked significant others, and thus this problem can be at least partially controlled. With these cautions in mind, this coefficient of stability testing, or test-retest reliability, is the strategy we will use here.

B. The Sample:

By now the reader is aware that different samples were used for different purposes. The site chosen for testing the reliability of the Significant Other Elicitor forms was Watertown High School, Watertown, Wisconsin. Watertown is a moderate sized city (1960 population was about 13,000) with a mixed economy based on agriculture, commerce and light industry, located within reasonable access to a large city (Milwaukee) but not really close enough to be wholly a commuting suburb. Watertown also approaches the maximum size allowable under Wisconsin State Law for a single high school, and consequently allows all the city's senior high school students to be reached in one place. This administration yielded 292 usable cases, 138 males and 152 females. All are high school seniors, with an average age of 16.9 years. As Table 5 shows, the majority lived in Watertown (over 10,000 population), but 62 lived on farms, with the remainder dispersed throughout smaller towns.

[Table 5 about here]

Table 6 illustrates the distribution of the subjects by sex and father's occupation.

[Table 6 about here]

The mean educational level for both mothers and fathers was "some high school," with mothers slightly higher than fathers.

These characteristics indicate that the sample covers a satisfactory range of standard structural variables, and generally does not seem to show any gross deviations from the populations in which it is assumed the WISOB will be used.

C. Hypotheses:

The tests were administered during the last week in September and the retests during the first week in December. Test and retest were staged in a single school term to avoid as much change in SO patterns

TABLE FIVE

Sex of Watertown high school reliability sample by
place of residence (N=289)

Place of residence	Sex		Total
	Male	Female	
Rural-farm	27	35	62
Rural-nonfarm	12	10	22
Village, under 2,500	4	4	8
Town, 2,500-10,000	2	6	8
City, over 10,000	92	93	185
Total	137	148	285*

*Total does not equal 289 because "other" category is omitted.

TABLE SIX

Sex of Watertown high school reliability sample by
father's occupation (N=289)

Occupation	Sex		Total
	Male	Female	
Professional	7	8	15
Executive	13	8	21
Salesman	10	9	19
Office worker	1	3	4
Owens/rents/manages small business	9	11	20
Owens/rents/manages farm	15	27	42
Factory worker	42	46	88
Other	40	40	80
Total	137	152	289

as possible, such as the shift that might be expected from term to term. Ideally, both tests should have been made later in the term since there is little doubt that, since the students had been in school only 2 weeks prior to the first administration, many of them would report influence patterns "left over" from summer vacation at that time, and would shift to school patterns by the December test. During the interim period, too, the school's guidance program began in earnest.¹¹¹ The effect of this guidance program should be reflected in a lowered T_1 - T_2 correlation, since guidance counsellors not mentioned at T_1 should appear at T_2 , possibly displacing persons who had occurred at T_1 . Even though the Watertown school officials were enormously cooperative with this research, nevertheless limitations both on our part and theirs made this the best set of times available.

The sample was then divided at random into four equal-sized groups. Group One received short forms of the educational and occupational forms of the SOEs at both T_1 and T_2 . Group Two received long forms of the educational and occupational SOEs of both T_1 and T_2 . Group Three received the long forms of both instruments of T_1 and the short forms of both at T_2 . Group Four received the short forms of both instruments at T_1 and the long forms at T_2 . (This does not constitute the problem situation described in the section on equivalent forms, since the subjects are receiving two entirely different tests, one educational and the other occupational. The items are obviously different to the student.) The rationale behind this division is this: In order to assess the reliability of the instrument it is necessary to determine how much of the correlation is genuine (part of the reliability of the instrument) and how much is due memory, and the person's efforts to be consistent. If memory is playing a large part, it should show its greatest effect on those subsamples who received identical forms at both times. Since a) the short form, because it is shorter, should be more memorable than the long, we would expect memory to play a larger role for those receiving both short forms than for those receiving both long forms, and b) the long form contains everything found on the short form plus more, we should expect more memory effect from those receiving the long first and the short second than vice versa, we can generate the following TANH:

$$1) \quad r_{ss} > r_{11} > r_{1s} > r_{s1} > 0$$

$$2) \quad r_{ss} = r_{11} = r_{1s} = r_{s1} > 0$$

111.

111. In fact, the head of the guidance staff took the occasion of our interrupting a school day for our administration to schedule a major counselling talk to all the students in our sample immediately following our administration. It is entirely possible that this itself helped change the Significant Other patterns between administrations.

If the results approximate inequality 1, memory is probably exercising some effect. If they approximate equation 2, the effect of memory is probably not a factor. The test-retest interval of over two months should make us suspect that memory will not be a large factor.

It should also be noted that the Pearsonian r , which is used as a measure of correlation in this research, is not perfectly appropriate because of the peculiar characteristics of the SOEs. The SOEs yield scores (0, 1, 2, 3, or 4) assigned to each significant other. The correlation is taken, then, between the scores of each significant other at T_1 and T_2 , not of the individual taking the test. Since this scoring system does not purport to be an interval scale, the Pearsonian r , which is designed for interval scales, is not entirely appropriate. Rank-order correlation coefficients, like Spearman's r_s , etc., are unwieldy here, since we are faced with two alternatives: 1) rank-ordering almost 6,000 significant others on a 4-point scale, which yields an incredible number of tied ranks, or 2) taking separate rank-order correlations for the SOs for each individual, standardizing and then averaging them. Our decision was to use the Pearsonian r and take into account the fact that it will underestimate the relationship present.¹¹²

Secondly, the zero point on the ranking system used is not a true zero point; that is, people who score zero (are not mentioned) are not necessarily wholly without influence. The WISOB purports to detect the most influential of a person's sources of interpersonal influence. If we could assume that influence of all persons could be ranked on a scale varying from, say, a true zero (no influence at all) to one hundred, the ratings provided by the SOEs would correspond to the top end of the scale--say, points 85, 90, 95, 100, with the WISOB zero referring to all points of influence below 80, as illustrated in Figure 5.

[Figure 5 about here]

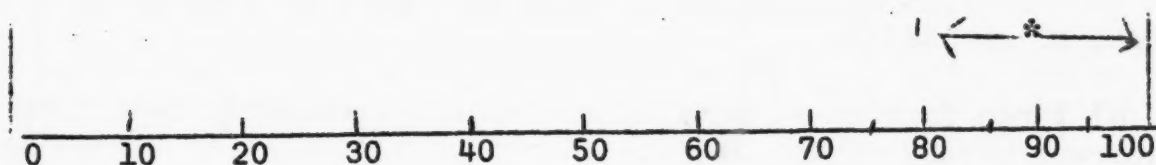
The most important function of the SOEs is to distinguish the most highly influential others from all the rest. If it should rank order, say mother first and father second on the first administration and father first and mother second on a subsequent administration, this is a relatively small error, so long as it correctly distinguishes both mother and father from, say, Charles DeGaulle on both tests. Viewed in this light, such an error is a small percentage error--not nearly so large as it would seem if we did not recognize that the SOEs measure a small segment of a large scale.

112. Sanford Labovitz, "Some Observations on Measurement and Statistics," Social Forces, 46 (December, 1967), pp. 151-160; Edgar F. Borgatta, "My Student the Purest: A Lament," Sociological Quarterly 9 (Winter, 1967), pp. 29-34.

FIGURE FIVE

Illustrative scale of interpersonal influence showing ratings
provided by the Significant Other Elicitors

Hypothetical Scale of All Interpersonal Influence



* = portion of influence scale measured by Significant Other Elicitors.

This, too, means that low reliability coefficients are not a serious drawback. More important the objective of the test is to detect the most influential persons, not to make fine distinctions among persons of medium-to-low influence. Figure Six illustrates the affect of such scales on the correlation between them. As the diagram

[Figure 6 about here]

shows, the correlation between x and y may be quite strong, yet, if it is measured only at the extremes of its range, (the block formed by the intersection of the shaded columns) it will appear fairly small or even non-existent.

To summarize, then the special characteristics of the Significant Other Elicitors are such as to reduce the usefulness of two of the three standard tests for reliability, coefficient of internal consistency and coefficient of equivalence. Even the third test, coefficient of stability (test-retest reliability) requires special interpretation:

a) One factor--memory--is especially prone to exaggerate the coefficient of stability.

b) Three factors--change in the variable measured over time, the non-interval nature of the scale, and restricted range of variation of the scale--tend to depress the coefficient of stability.

A system of null hypotheses was generated to test for the effect of memory, and some minor techniques for detecting actual changes in the variable (e.g., shifting should take place more at the lower ends of the scale than the higher; more guidance personnel should appear as significant others at T_2 than at T_1 , etc.) have been set up. Nevertheless, the coefficient of stability should be expected to be substantially lower--even if the Significant Other Elicitors are quite reliable--than is usually the case in the testing literature.

D. Results

Table 7 depicts the coefficients of stability for the SOEs over

[Table 7 about here]

a six-week period. With the exception of the occupational short form at T_1 and T_2 (r_{AA}) there is almost no difference between the correlations of the different tests at T_1 and T_2 , and what differences exist are not in the order predicted by the hypothesis of a large memory factor, nor, with that single exception, are the differences statistically significant even with the extremely large number of cases involved. Thus we can safely fail to reject the null hypothesis and conclude that memory is not playing a large role.

FIGURE SIX

Correlation between variables measured only at extreme ranges

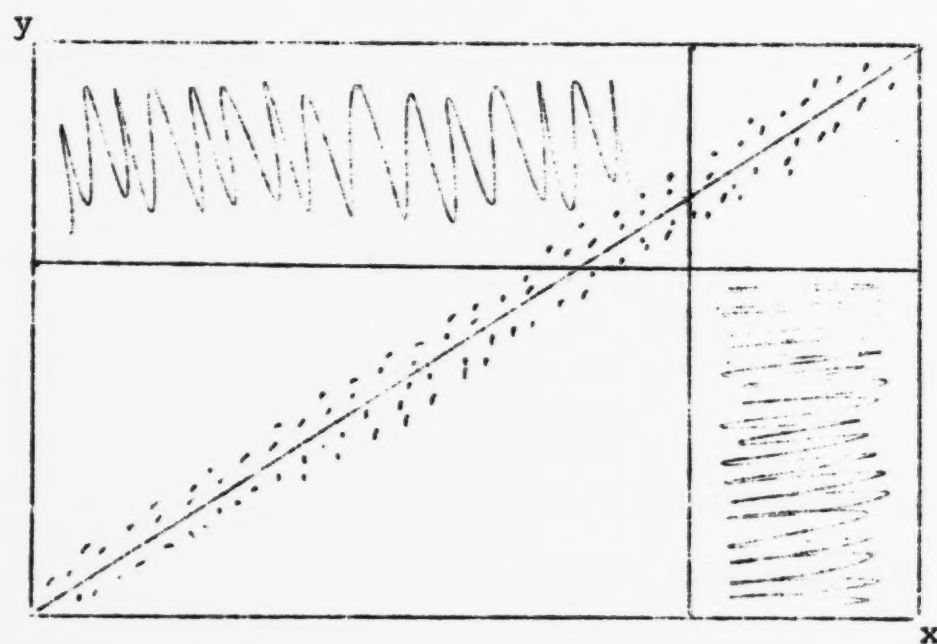


TABLE SEVEN

Coefficients of stability for the Significant Other Elicitors
during a six-week interval (N=5942)

Type of elicitor	Test forms*			
	r_{AA}	r_{BB}	r_{BA}	r_{AB}
Occupation	.508	.398	.406	.398
Education	.386	.355	.352	.350
Both	.502	.423	.451	.428

* Legend:

AA = Short-short forms

BB = Long-long forms

BA = Long-short forms

AB = Short-long forms

As predicted, however, the correlations are not large and so it remains to be established whether the apparent instability indicated by such low values is due to measurement instability or due to actual shifting in the phenomenon being measured.

The first relevant hypothesis was that, if the phenomenon itself were changing, most of the changes should occur at the lowest values, with proportionately fewer changes as the level of influence of the other increased. The reasoning behind this assumption is this: if the test is inaccurate or unstable, then errors should be randomly distributed across its scoring range, but if the phenomenon is changing, its less important elements (least significant others) ought to be substantially more prone to change over time. The instrument should make errors randomly; the phenomenon should change lawfully.

In order to test this hypothesis a contingency table which tabulates the significance score of each significant other at time 1 against his score at T_2 was developed including both long and short forms of the SOE. Tables 8² and 9 indicate the outcomes for the educational SOE and the occupational SOE.

[Table 8 about here] [Table 9 about here]

An absolutely stable phenomenon as measured by a perfectly reliable test would find all scores clustered on the principal diagonal. (The zero cells on these tables require a bit of explanation. A person can get a score of zero on an SOE only if his name is not mentioned as an SO regarding area of behavior: for any given subject most other people in the world have scores of zero. In our sample, however, a person may be an SO for occupation and not for education (and vice versa). Such a person falls in our SO sample because of his score on occupation. He is a zero on education. If his name was not mentioned in either T_1 or T_2 he would be zero both times.)

Tables 4 and 5 indicate quite clearly that the great bulk of shifting is taking place at low levels of influence; that it is the least significant of significant others who are doing the majority of the shifting. As table 6 shows (Table 6 is calculated from tables 4 & 5), 62% of the lowest ranked educational SOs at T_1 did not recur at T_2 , whereas only 21% of the highest ranked SOs did not recur at T_2 ; for the

[Table 10 about here]

occupational tests, the results are the same; 56% of the least significant SOs at T_1 did not recur at T_2 while only 15% of the most significant SOs at T_1 did not recur at T_2 .

Table 11 approaches the same phenomenon from a slightly different perspective by classifying all those who were identified as significant others at T_1 that did not recur at T_2 according to their rank as

[Table 11 about here]

TABLE EIGHT

Educational Significant Other Elicitor Scores
at T_1 and T_2 (N=5942)

Educational Scores at T_1	Educational scores at T_2					Total
	0	1	2	3	4	
0	1388	758	289	79	34	2543
1	1130	397	210	49	30	1816
2	350	214	334	81	29	1008
3	97	60	100	97	54	408
4	35	14	25	34	59	167
Total	2995	1443	958	340	206	5942

TABLE NINE

Occupational Significant Other Elicitor Scores
at T_1 and T_2 (N=5942)

Occupational Scores at T_1	Occupational Scores at T_2					Total
	0	1	2	3	4	
0	2121	936	301	99	21	3478
1	776	337	187	65	11	1376
2	196	104	206	93	23	622
3	61	45	96	109	39	350
4	18	9	36	33	20	116
Total	3172	1431	827	399	114	5942

TABLE TEN

Percentage of educational and occupational
significant others for given levels at T_1 ,
who were not significant others at T_2 , (N=5942)

Significant other level at T_1	Type of significant other	
	Education	Occupation
	<u>Percent</u>	
1 (Lowest)	62	56
2	34	31
3	23	17
4 (Highest)	21	15

TABLE ELEVEN

Percentage of non-recurring educational and occupational significant others accounted for at each level*

Significant Other Level	Type of significant other			
	Education		Occupation	
	% lost	% of total	% lost	% of total
	<u>Percent</u>		<u>Percent</u>	
1 (Lowest)	70	53	74	56
2	22	30	19	25
3	6	12	6	14
4 (Highest)	2	5	2	5
Total	100	100	100	100

* Chi-square is not computed because the differences are statistically significant due to sample size (N=5942).

significant others at T_1 . As Table 11 shows, lowest ranked significant others accounted for changes beyond their proportion in the sample, with lowest ranked educational significant others accounting for 70% of all those who did not recur as significant others at T_2 even though they make up only 54% of the total sample; occupational significant others of the lowest rank account for 74% of all losses, even though they make up only 56% of the total cases in the sample.

There is a third way to approach the same phenomenon. If the test itself is inaccurate or unreliable, then the score assigned to any given individual is relatively random, and those who were not significant others at T_1 but were elicited as significant others at T_2 should have no higher probability of being assigned one score than another when they do enter the system at T_2 . Table 12 shows that this is not the case at all. As the table shows, of all those persons who were not elicited as

[Table 12 about here]

educational significant others at T_1 , 65% were identified as the lowest level significant others when they were identified as SOs at T_2 , while only 3% of those who had not been significant others at T_1 were identified at T_2 as SOs of the highest level. In the occupational forms, 69% of those identified as new significant others at T_2 were assigned the lowest level of influence while only 2% were assigned the highest level.

All of this seems substantial evidence of the stability of the SOEs. The low levels of the T_1 - T_2 correlations tend to indicate that some change is going on during the 6-week interval between the two administrations (although, due to the scaling problems pointed out earlier, they probably overestimate that change). But they do not indicate whether changes in the phenomenon or the basic instability of the test is the reason. If the SOEs were unstable, they ought to be equally unstable across all scores. If the phenomenon is changing, it ought to be much more likely to change at its lower levels than its upper. This evidence seems a strong indication that the latter is the case, and that the SOEs are doing an accurate job of measuring a somewhat shifting phenomenon.

There is another related way this data can be read, again illustrating a considerable degree of stability. If the test is not reliable, then the score of a significant other at T_2 should be random with regard to his score at T_1 . A person receiving a score of 1 at T_1 should be no more likely to receive a 1 or 2 at T_2 than he is a 3 or 4. Table 13 shows that this is clearly not the case.

[Table 13 about here]

As table 13 shows, the score assigned at T_2 is very closely related to the score assigned at T_1 , which is indicative of the kind of change one would expect to take place in the phenomenon itself over time rather than the kind of error one would be likely to find in an unreliable test. For education, 39 percent of the SOs received exactly the same score at T_1 and T_2 , 43 percent were scored 1 point differently, 13 percent

TABLE TWELVE

Percentage of new educational and occupational
significant others entering at T_2 for each level (N=5942)

Significant Other Level	Type of significant other	
	Education	Occupation
	<u>Percent</u>	
1	65	69
2	25	22
3	7	7
4	3	2
Total	100	100

TABLE THIRTEEN

Percentage of educational and occupational significant
others changing 0, 1, 2, 3 and 4 levels (N=5942)

Number of Significant Other Levels Changed	Type of significant other	
	Education	Occupation
	<u>Percent</u>	
0 (no change)	39	47
1	43	38
2	13	11
3	3	3
4	1	1
Total	100	100

were scored 2 points differently, 3 percent were scored 3 points differently, and only 1 percent was scored 4 points differently. For occupation, 47 percent were assigned exactly the same scores at T_1 and T_2 , 38 percent were scored 1 point apart, 11 percent were scored 2 points apart, 3 percent were scored 3 points apart, and only one percent were scored 4 points apart.

These data are highly suggestive of the model presented in Figure 7. Figure 7 suggests that the individual is located in a field

[Figure 7 about here]

of significant others. Those most influential are represented as closest to Ego. Those outside the concentric circles are others whose influence is, at any given moment, too small to be detected by the SOEs. Movement of others across levels within the field of SOs and movement into and out of the system is possible, and probably goes on constantly. Within the system, movement across several ranks is less likely than movement across only one or two. Those at the lowest levels are most likely to move out of the field during any given interval, and those outside who enter it are much more likely to enter it at lower levels than higher.

This is precisely how we ought to expect such a phenomenon to behave, and it represents the data presented here quite well. It would seem safe to conclude that the SOEs are accurate and reliable instruments which describe a fairly fluid phenomenon, but nevertheless a phenomenon which behaves quite lawfully.

At least one caution should be made, however. It had been hypothesized that, if indeed the phenomenon itself were changing, one probable change ought to be an increase in the number and influence of teachers and guidance counselors who are significant others as the sample moves further into the school year. Tables 14 and 15 indicate that, if this is going on, its magnitude is negligible.

[Tables 14 and 15 about here]

Table 14 shows that, for education, there is a very slight decrease in the number of teachers and guidance counselors identified as significant others from T_1 to T_2 , but a slight increase in the proportion of significant others made up by teachers and guidance counselors. It also shows an absolute increase in the number of teachers and guidance counselors who are identified as significant others for occupation from T_1 to T_2 , but a slight decline in the proportion of occupational significant others who are teachers and guidance counselors.

Table 15 takes account not only of the number of teachers and guidance counselors who occur at T_1 and T_2 , but also of the level at which they occur. It shows almost the same pattern as Table 10, with the total amount of influence of teachers and guidance counselors for education increasing very slightly, along with a slight increase proportionally. For occupation there is a larger (but still not large)

FIGURE SEVEN

Model of significant other influence on ego

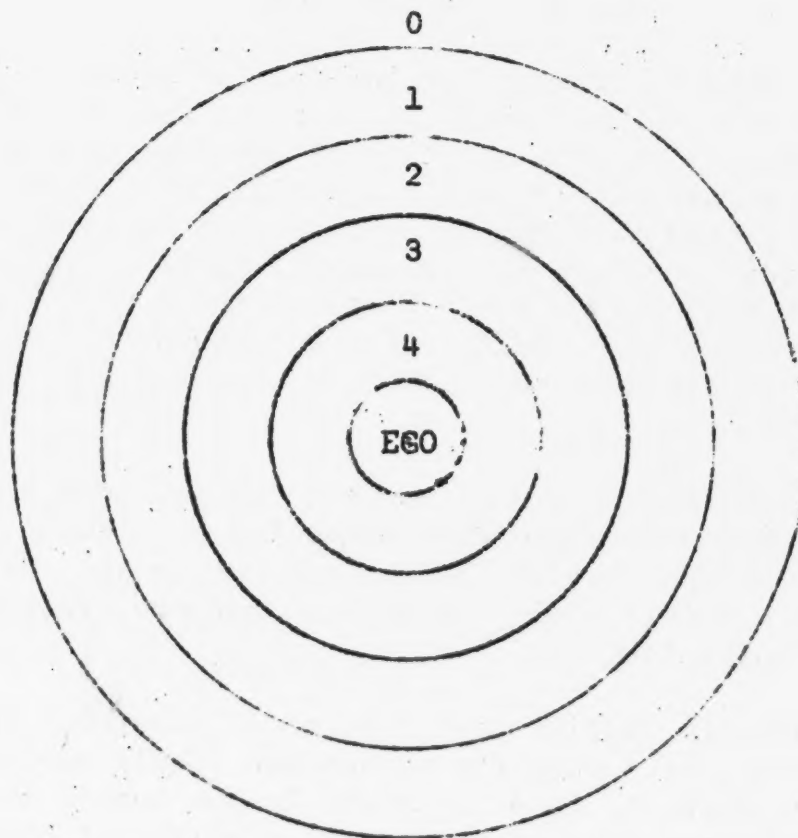


TABLE FOURTEEN

Number and percentage of educational and occupational
significant others who are teachers and
guidance counselors at T_1 and T_2 (N=5942)

Type of Significant Other	Time			
	T_1		T_2	
	N	% of all SOs	N	% of all SOs
Education	436	13	432	15
Occupation	396	16	416	15

TABLE FIFTEEN

Amount and proportion of influence exerted by teachers
and guidance counselors for education and
occupation at T_1 and T_2

Type of Significant Other	Time			
	T_1		T_2	
	Amount of influence (N x SO level)*	% of all influence	Amount of influence (N x SO level)*	% of all influence
Education	687	12	692	13
Occupation	646	16	680	14

*Amount of influence is calculated by multiplying the number of teachers and guidance counselors at each level by the value of the level and summing the products.

increase in the absolute amount of influence of teachers and guidance counselors from T_1 and T_2 , but a small decrease in the proportion of all influence accounted for by teachers and guidance counselors.

These results are not indicative of the general rise in influence of teachers and guidance counselors expected.

E. Summary

Rank ordering of coefficients of stability over a six weeks intervening period indicate that memory is not exerting an important effect over the T_2 scores of the SOEs, but the modest magnitude of these coefficients suggests either a fair degree of instability in the test or the patterns of interpersonal influence it purports to measure.

The evidence quite clearly shows that the changes over time responsible for the low T_1 - T_2 correlations are quite systematic rather than the kind of random shifting associated with measurement unreliability. The data show that persons are more likely to lose low-level significant others than high over time; that a disproportionate amount of such losses are accounted for by low level significant others; that persons are much more likely to add new significant others at low significance scores than high, and that, if significant others do change scores over time, they more frequently make small changes than large ones. All of this is quite plainly the kind of changing likely to be associated with the behavior of the phenomenon, rather than the unreliability of the test. Even so, it must be noted that one change which was plausibly predicted for the phenomenon--the increase of influence of teachers and guidance counselors as the school year progressed--did not materialize. It would seem reasonable to conclude that the WISOB SOEs do a satisfactorily reliable job of identifying significant others, a phenomenon which itself changes quite a good deal.

2. Reliability of the Significant Other Influence Elicitors (IEs):

The problem of identifying and measuring the variables describing the kinds of influence any one significant other (SO) may exert on the individual's levels of aspiration turns out to be more complicated than we had anticipated. At the beginning of the project we had assumed that all significant others were definers and that the only way they influenced the individual was through their expectations for him.¹¹³ As the thinking progressed we came to realize that not only were some significant others definers, but some were models and some were both definers and models. We further learned that some models exhibited the position or role (in these cases, levels of the educational or the occupational prestige hierarchies) in their daily lives. These are usually adults who have completed their education and have jobs. There are other models--not many, fortunately--who exhibit the level of aspiration they

113. For a discussion of terminals regarding aspirations (for oneself) and expectations (for another) see Archibald O. Haller, "On the Concept of Aspiration" Rural Sociology 33 (Dec. 1968), pp. 484-487.

have for themselves but who have not come to occupy the roles for which they stand. These are usually other youths, although the popular literature is full of examples of frustrated parents who try to attain vicariously a level to which they themselves aspire. We assume that any significant other exerts some influence on the level of aspiration of the individual. But different types of SOs influence him in different ways, and some types influence him in more ways than one. If an SO is only a definer, we assume that he influences ego's level of aspiration through his expectation level for ego. (We might call these people expecters, although since we assume that all definers are expecters, there is no point in adding a new word.) If an SO is only a model who is an incumbent of the level he illustrates, we assume that it is this level itself which influences ego, SO's attainment level. We call this type of SO an exemplifier, because his unique contribution to ego is his exemplification of a level. If SO is only a model who has not attained a level (has not yet finished school or taken a permanent job), we assume that he influences ego by communicating the level of aspiration he holds for himself. Note that this type of SO is neither a definer nor an exemplifier; we may call him a non-exemplifying model.

We imply that there are four types of SOs and three variables describing the modes of influence any one SO has on ego. (We further assume that any one ego may have any number of SOs of any of the four types; and that there need be no consistency among SOs, which is to say that the total pattern of SO influence is determined by the combination of influences of the three types of SO variables, the number of SOs of each type and the agreement among SOs.) The logically possible types of influence of any one SO are shown in Table 16. Exemplifiers

[Table 16 about here]

who are definers may affect ego's level of aspiration (x) by means of all three modes of influence: each demonstrates a level^y of attainment (x_a), has a level of expectation for ego (x); and has (or has had) a level of aspiration for himself (x). (We grant that the salience of x_a may be quite low, and therefore^a realistically unimportant, for many SOs of this type who are doubtless adults who long since quit talking about their aspirations.) If each ego had only one SO, then the net influence of this type of SO on ego would be equal to $r_{y,axs}$. Non-exemplifiers who are definers affect ego's aspirations by means of two modes of influence: each has a level of expectation for ego and a level of aspiration for himself. Again assuming each ego had only one SO, the net influence of this type of SO would be $r_{y,xs}$. Exemplifiers who are not definers also exert two modes of influence: each exemplifies a level of attainment and each has a level of aspiration. The net influence here would be $r_{y,as}$. Non-exemplifiers who are not definers have only one mode of influence: the level of aspiration they have for themselves. Their net effect, under the above assumption would be r_{ys} .

The reader will be interested in knowing the role-relationships of ego to SO which most frequently occur in each of these cells. This would go a long way toward telling us the similarities and differences in modes of influence of parents, peers, etc. These data have not yet

TABLE SIXTEEN

Variables Influencing Ego's Aspiration Levels
Among Four Classes of Significant Others

	Exemplifiers	Non-exemplifiers
Definers (Expecters)	SO's attainment level $-X_a$	-----
	SO's expectation level $-X_x$ (for ego)	SO's expectation level $-X_x$ (for ego)
	SO's aspiration level $-X_s$ (for himself)	SO's aspiration level X_s (for himself)
Non-Definers (Non-Expecters)	SO's attainment level $-X_a$	-----
	-----	-----
	SO's aspiration level $-X_s$ (for himself)	SO's aspiration level $-X_s$ (for himself)

been analyzed, so we cannot say for certain, but our guesses are probably close to reality. These role-relationships will differ a little according to whether education or occupation is the topic. In these areas of behavior, exemplifiers who are definers would most likely be working adults who are quite "close" to the youth: fathers, close relatives who are adults, occasionally a teacher or minister who takes a direct interest in the youth. Mothers exemplify a level of educational attainment as does almost any adult. Exemplifiers who are not definers would probably be other adults whose contact with ego is casual from their point of view but important from ego's perspective: the doctor, some teachers, some of the clerks in the neighborhood stores, gas station attendants, mass media "personalities." Non-exemplifiers who are definers would be people who discuss education or the jobs with the youth but who are not employed. Regarding education, these would have to be other young people who are close to the youth: brothers and sisters, close friends. Regarding occupations any close friend or relative who is not in the labor force might fit this cell: mother, aunt, brothers, and sisters, close friends. Finally non-exemplifiers who are not definers would be people who had not completed their education nor taken a regular job and who have not discussed education or work with ego. These would thus be mostly people in school whom the youth respects but who are not among his closest friends.

The main instruments for assessing the influence variables are those assessing the levels of expectation definers (whether or not they are models) have for ego. This is true for three basic reasons: most SOs are definers who are expecters by definition; all SOs whose SO scores are high are definers, though they may also be models; communicating one's expectations to another is doubtless the most powerful of the three modes of influence. In addition the level of expectation an SO has for ego offers the greater possibilities for intervention: it is not feasible to manipulate SO's attainment level and the influence of SO's levels of aspiration for himself is probably not great enough to warrant manipulating it. We shall concentrate our attention mainly on this variable. But we cannot forget SO's levels of aspiration for himself because this variable was measured for those SOs who were not definers. In short, in the following discussion, when an SO is a definer we have administered instruments designed to measure his level of expectation for ego regarding education and occupation. Since most SOs are either solely definers or are both definers and models, this means that the variable usually measured is level of expectation. When, on the other hand, an SO is a model but not a definer we have administered instruments to measure his level of aspiration for himself--"now," if he is not yet working or not yet through school; or "before leaving school" if his education is complete or if he now has a permanent job.

Finally, as Chapter Four indicated, there are two generic types of IEs in the WISOB: those which deal with the level (within either the educational or occupational hierarchy) to which individual's aspire (or which SOs expect individuals to attain) and those which deal with the degree of valuation placed on the various filter categories for education and occupation (again, either by the individuals or their significant others). Because, first, the "level" measures are the primary concern of

this report, and, second, because the phenomena that the second, choice measures, purports to measure are unusual enough to justify their separate treatment, the remainder of this chapter will deal exclusively with the level-type IEs. The "choice" measures are dealt with specifically in Chapter VI. We emphasize that for most purposes related to levels of educational and occupational attainment the Influence Elicitors yielding level data are of primary importance.

A. Methods:

The relatively straightforward character of the level-type IEs allows a simple test-retest stability design to be used. The validity sample will be described in the next chapter. Drawn from West Bend, Wisconsin, it was used primarily to assess the validity of the Significant Other Elicitor forms and the Significant Others' Influence Elicitor forms. It consists of 109 high school seniors and 898 of their SOs as identified by the WISOB SOEs. A subsample of 100 significant others from the West Bend validity sample was drawn for retesting the Expectation Elicitors, and a response rate of 69 percent made 69 cases available at time T_1 for reliability analysis. The initial forms were by mailed questionnaire in the last weeks of January, 1968. The second reliability sample was also contacted by mail, during the end of the following March, allowing a two month interval between T_1 and T_2 . Of the original 69, only about two-thirds were successfully followed-up. The reliability tests are based on those who properly filled out the necessary forms both times.

Again as described in Chapter Four, forms containing slight wording variations were administered to different types of SOs. For convenience these forms are referred to here as indicated in Table 17.

[Table 17 about here]

B. Results:

Table 18 indicates the test-retest reliability coefficients for

[Table 18 about here]

the definer forms of the influence elicitors, that is those which mean SO's expectation levels for ego.

The two critical $T_1 - T_2$ correlations, DOAS T_1 against DOAS T_2 and DEDULEV T_1 against DEDULEV T_2 , at .91 and .87 respectively, indicate substantial reliability over a two-month time lapse. This means that the instruments we have designed to measure, first, the occupational prestige level which the significant other expects the individual to attain (O4 in Table 17), and second, the level of schooling the significant other expects the individual to complete (E4 in Table 12), have a high degree of response stability over a two-month period.

TABLE SEVENTEEN

CODE SYMBOLS, CODE NAMES, AND NAMES AND DESCRIPTIONS OF FORMS USED TO MEASURE LEVEL OF ASPIRATION ELICITORS FOR YOUTH AND INFLUENCE ELICITORS FOR THEIR SIGNIFICANT OTHERS

Appendix B Code Symbol	Code Name	Name of Form	Description of Form
021	OAS	<u>Subject Forms</u> <u>The Occupational Aspiration Scale</u> ^{1/}	A relative measure of the occupational prestige level to which the youth aspires.
		An educational aspiration scale.	A measure of the level of schooling to which the youth aspires.
042	DOAS	<u>Significant Other Forms</u> Definer Form, Occupational Level (also called the Occupational Expectation Level Elicitor for SOs)	A relative measure of the occupational prestige level the Significant Other who is a definer (or model and definer) expects the youth to attain.
		Model Form, Occupational Level (also called the Occupational Self-Aspiration Level Elicitor for SOs)	A relative measure of the occupational prestige level the Significant Other who is <u>only</u> a model had for himself before gaining steady employment.
E42	DEDULEV	Definer Form, Educational Level (also called the Educational Expectation Level Elicitor for SOs)	A measure of the level of schooling the Significant Other who is a definer (or model and definer) expects the youth to attain.
		Model Form, Educational Level (also called the Educational Self- Aspiration Level Elicitor for SOs)	A measure of the level of school the Significant Other who is <u>only</u> a model had for himself before gaining steady employment.

^{1/} A. O. Haller and I. W. Miller (1963).

TABLE EIGHTEEN

Test-retest reliability correlation coefficients
for definer forms
of the significant other expectation level elicitors
(N given below correlations)

Time 1	Time 2	
	DOAS	DEDULEV
DOAS (definer SO's level of occupational expectation for the youth)	.912** (28)	.823** (24)
DEDULEV (definer SO's level of educational expectation for the youth)	.690** (23)	.869** (37)

**Significant at the .01 level.

The table also shows, as one would suppose, correlations between two measurements of the same variable at different times is higher than the correlation between two different instruments at different times.

For the model forms, the results are much the same, as Table 19 indicates.

[Table 19 about here]

The two critical correlations, MOAS at time T_1 vs. MOAS at time T_2 and MEDULV T_1 vs. MEDULEV T_2 , are respectively .723 and .848. These values are not quite so high as the equivalent values for the definer forms (DOAS and DEDULEV), but they are nonetheless substantial enough to warrant confidence in the reliability of the model forms. They tell us that the instruments to measure the levels of occupational and educational aspiration this type of significant other (model) reports that he had for himself when he was young and had not yet finished school or taken regular employment are somewhat stable over a two month period.

Paralleling the previous data, the table also shows the correlations between different types of instruments at different times, while high (.535 and .501), are lower than the reliability coefficients.

C. Summary:

Straightforward test-retest methods reveal substantial reliability over a two-month interval for definer forms of the occupational expectation level instrument for significant others ($r_{tt} = .912$), for the educational level instrument for significant others ($r_{tt} = .869$), and for the model forms of the same two types of instruments, which measure the significant other's recollection of his early aspiration levels for himself (occupation: $r_{tt} = .723$; and education: $r_{tt} = .848$). Despite the high attrition rate on this subsample, it seems safe to say that these instruments have a high degree of stability, at least over two months.

Reliability and internal consistency data on the expectation levels definers hold for the individual for whom they are significant others are available on all those SOs for whom comparable data are available at both times the expectation instruments were administered to the West Bend SO reliability sample. These are presented in Table 19a

[Table 19a about here]

The final sample sizes (reduced because not all SOs are definers, because of the T_2 non-response rate and because of various minor technical problems) are small. Despite this, the size of the critical reliability coefficients is quite high; we have already reported this. More important for present purposes is the pattern of high over-all correlations for each instrument within and between instruments at the same amount at different times.

TABLE NINETEEN

Test-retest correlations for model forms
of the significant other level-type expectation level elicitors
(N given below correlations)

Time 1	Time 2	
	MOAS	MEDULEV
MOAS (Model SO's level of occupational expectation for the youth)	.723** (27)	.501 (15)
MEDULEV (Model SO's level of educational expectation for the youth)	.535** (20)	.848** (33)

**Significant at the .01 level.

TABLE NINETEEN A

TEST-RETEST RELIABILITY AND INTERNAL CONSISTENCY COEFFICIENTS, DEFINERS' EXPECTATION LEVELS FOR HIGH SCHOOL YOUTH FOR WHOM THEY ARE SIGNIFICANT OTHERS*

	A. Occupation T ₁			B. Education T ₁			C. Occupation T ₁			D. Education T ₂		
	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	X ₈	X ₉	X ₁₀	X ₁₁	X ₁₂
Time 1 (T ₁)												
A. Occupational Expectation Level:												
X ₁ - Total Score	--	90	92	79	69	79	91	68	86	82	74	84
X ₂ - Realistic Subscore	32	--	75	79	68	82	86	78	83	76	66	80
X ₃ - Idealistic Subscore	21	21	--	77	71	74	71	55	74	71	67	67
B. Educational Expectation Level:												
X ₄ - Total Score	24	24	15	--	95	92	69	61	73	87	82	76
X ₅ - Realistic Subscore	24	24	15	39	--	75	61	47	69	82	81	67
X ₆ - Idealistic Subscore	24	24	15	39	39	--	68	68	69	81	70	77
Time 2 (T ₂) - Two months after T ₁												
C. Occupational Expectation Level:												
X ₇ - Total Score	28	28	19	23	23	23	--	76	89	75	63	83
X ₈ - Realistic Score	28	28	19	23	23	23	31	--	61	59	51	62
X ₉ - Idealistic Score	17	17	14	14	14	14	18	18	--	72	54	86
D. Educational Expectation Level:												
X ₁₀ - Total Score	24	24	15	37	37	37	23	23	14	--	93	90
X ₁₁ - Realistic Score	24	24	15	37	37	37	23	23	14	38	--	67
X ₁₂ - Idealistic Score	24	24	15	37	37	37	23	23	14	38	38	--

*Correlation coefficients are to the right of the diagonal. Effective sample sizes are to the left of the diagonal.

Test-retest reliability coefficients and their sample sizes are italicized.

These data provide solid evidence of the generally high reliability of these crucial instruments which measure the levels of attainment a young person's significant others expect of him. They also provide further evidence of the validity of the Significant Other Elicitor (SOE) forms, which identified the SOs in the first place: surely SO Expectation Elicitors taken on people whom an SOE erroneously nominated would have yielded erratic expectation levels for focal youth and thus low correlation coefficients.

3. General Summary:

In general we have found that the Significant Other Elicitor forms provide a fairly good screening device for identifying persons who influence a youth's educational and/or occupational decision-making by functioning as definers (who tell him how he can or does relate to school and work) or are models (whose actions show him how one can relate himself to school and work). Evidentially, there is some turnover of significant others over time in this area. Also, the instrument itself probably "captures" only some of the most important of those who perform this function. Yet the instrument seems quite adequate to be used as a screen to identify persons who are significant others for the youth in these areas of life. Surely, if administered twice, with several week intervals between, we could be quite certain that those names which appeared at high levels both times really are significant others for the youth. Working with them, either for research purposes or for practical reasons, would have a relatively high probability of yielding substantial results for the youth.

The stability of the forms for eliciting the expectation levels definer SOs have for the youth and model SOs have for themselves is quite high. For most theoretical and practical purposes the first of these--the forms for measuring expectation levels definers hold--is the most important. They also have the highest stability coefficients. We can safely say that they are exceedingly reliable over a two-month period.

CHAPTER SIX

RELIABILITY AND VALIDITY OF THE "CHOICE" TYPE INFLUENCE ELICITORS:

1. Introduction and Special Considerations:

This chapter is included primarily to explain some of the instruments which are used to test validity of the instruments designed to assess the SOs influence on the levels of educational and occupational aspiration of the youth; and secondarily because they are of theoretical interest in their own right.

In Chapter Five we pointed out that the special phenomena which the "choice" type Influence Elicitors (i.e., those instruments which measure the degree of valuation individuals and their significant others place on the various filter categories for education and occupation) measured warranted their separate consideration. The characteristic we were referring to is their supposed status as culturally shared values. If, indeed, the filter categories are broad enough to apply meaningfully to all segments of the population, they must take on the character of values, and one of the characteristics of values is a near-universal high (in this case) valuation assigned them by members of the society. Consequently, if the filter categories were well chosen, i.e., if they really are cultural values, then a valid measure of their valuation should yield uniformly high values with little variance. But if the variance is small, then product-moment correlations among the tests which measure them will be depressed accordingly, and this needs to be accounted for in discussing measures of reliability. It is desirable, then, to discuss validity and reliability jointly.

2. Methods:

Although the structure of the variable measured by the choice measures warrants special treatment, the test forms themselves are not unusual, and so standard procedures such as internal consistency analysis, test-retest, etc. can be applied. Bearing in mind the potentially depressing effect of expected low levels of variation, however, a contingency table form of analysis similar to that devised for the SOEs in Chapter Five was also designed.

3. Sample:

The samples are drawn from elements of the West Bend Students and SOs already described in Chapter Five. Citations to the appropriate samples are given as they occur in the text.

4. Results:

Table 20 shows the abbreviations used in this chapter. The first validity hypothesis--that, if the choice Expectation Elicitors do in fact measure values, their scores should be high and their variances low, is born out by the data.

Each of the choice instruments purports to measure four filters or "dimensions." On all occupational choice forms, the questions refer to the following:

- (1) Kind of work
- (2) Working conditions
- (3) Purpose
- (4) Benefits

On all educational forms,

- (1) Success in life
- (2) Personal development
- (3) School work
- (4) School social life

Each item has a maximum possible range of from +1 (very unimportant) to +5 (very important). Thus each item has a minimum possible score of +1 and a maximum possible score of +5, and each test has a minimum possible score of +4 and a maximum possible score of +20. The means for all items were in the vicinity of +4, and the means for all the tests were about 16.¹¹⁴

It is important to recall that expectation elicitors were applied only to SOs who are definers. SOs who are merely models were given self-aspiration elicitors. These models have influenced the person but only because he has learned something about education or occupation by observing them; not because he discussed such things with them.

Variance was low, as expected. Of 71 selected variables used at one time or another in the course of this research, the average coefficient of variation¹¹⁵ was 36.66. The average coefficient of

¹¹⁴ For exact values, see Appendix E.

¹¹⁵ Coefficient of Variation = $\frac{100 s_j}{\bar{x}_j}$

TABLE TWENTY

Designations for Choice Instruments

<u>Appendix B Designation:</u>		<u>Subject Forms</u>
03	OC =	Occupational Choice
E3	ED =	Educational Choice
		<u>Significant Other Forms</u>
05	DOC =	Definer for Occupational Self or Object, Choice
03	MOC =	Model for Occupational Self or Object, Choice
01	GOC =	Definer or Model for Occupational System, Choice
E5	DED =	Definer for Educational Self or Object, Choice
E3	MED =	Model for Educational Self or Object, Choice
E1	GED =	Definer or Model for Educational System, Choice

variation for the choice measures was 12.54. Although this result supports the hypothesis of validity (this is the way we should expect such a variable to behave) it also indicates that caution should be exercised in interpreting product-moment correlations among the instruments.

With the above caveats, the correlations of internal consistency of each form are now presented in Table 21.

For the significant other forms, the correlations are from the mean score of all SOs for each subject since significant others cannot be assumed independent of the subject they hold expectations for, and since it is this single mean score that enters further analyses as the composite of influences the significant others have on the subject.

We would expect that the SO's general statements of choice would be more highly intercorrelated than the statements relating to self (for model forms) or the subject (for definer forms). This is borne out by an examination of the eight pairs of item-total correlations relating the SO influence forms appropriate to defining the self in relation to occupational filters to those defining the occupational system (DOC + MOD to GOC), and the SO influence forms appropriate to defining the self in relation to educational filters and those defining the educational system (DED + MOC to GED). This should be true as discrimination on each item will take place when put in the context of a particular situation; this discrimination replaces a general statement of values readily given high responses. If one test is assumed valid, there is evidence for the validity of the other test(s).

Another hypothesis between these sets is the following: since for D + M vs. G sets, each item number refers to the same content,¹¹⁶ we should expect that, with valid and reliable tests, item correlations from form to form would be highest on the same items. The relevant data are given in Table 22.

The parenthesized correlations should be higher than any other correlation in its row or column. This holds for the top matrix of Table 22, and there are two exceptions in the bottom matrix.

¹¹⁶ See Appendix B for item content.

TABLE TWENTY-ONE

Internal Consistency of Coefficients of Choice Instruments

	Q1	Q2	Q3	Q4	ITEM TOTAL
<u>Occupational</u>					
Q1	--	.274	.308	.244	.667
Q2		--	.289	.454	.721
Q3			--	.120	.630
Q4				--	.649
TOTAL					----
<u>Educational</u>					
Q1	--	.491	.465	.318	.714
Q2		--	.599	.466	.799
Q3			--	.412	.819
Q4				--	.728
TOTAL					----
<u>Definer Occupational Expectations & Model Occupational Self-Aspirations</u>					
Q1	--	.398	.311	.398	.624
Q2		--	.183	.691	.684
Q3			--	.032	.391
Q4				--	.544
TOTAL					----
<u>General Occupational</u>					
Q1	--	.407	.441	.436	.772
Q2		--	.403	.655	.781
Q3			--	.297	.696
Q4				--	.737
TOTAL					----
<u>Definer Educational Expectations & Model Educational Self-Aspirations</u>					
Q1	--	.755	.718	.356	.695
Q2		--	.562	.542	.711
Q3			--	.339	.632
Q4				--	.586
TOTAL					----
<u>General Educational</u>					
Q1	--	.728	.637	.338	.791
Q2		--	.688	.441	.849
Q3			--	.313	.757
Q4				--	.637
TOTAL					----

TABLE TWENTY-TWO

Correlations Between SO Items Eliciting Expectations (for definers)
and Self-aspirations (for models) Tending to Define the Self in
Relation to Educational and Occupational Filters or to the Educational
and Occupational Systems as Such

Items Defining the filter for the Self or Object in Relation to:	Items Defining Occupational or Educational System			
	GOCQ1	GOCQ2	GOCQ3	GOCQ4
Occupational:				
Q1	(.686)	.234	.388	.300
Q2	.398	(.707)	.384	.584
Q3	.154	.121	(.548)	.026
Q4	.408	.550	.273	(.647)
Educational:				
	GEDQ1	GEDQ2	GEDQ3	GEDQ4
Q1	(.456)	.463	.391	.237
Q2	.594	(.598)	.367	.387
Q3	.311	.351	(.499)	.175
Q4	.319	.410	.206	(.714)

The test-retest reliability of the choice forms was made from a sample 117 of significant others, and not from the subjects. Mean scores by subject sets were not used here as significant others were not chosen by subject set, and a strong dependence here was not expected.

Respondents were mailed these instruments along with others in late January, 1968. The retest sample was mailed in a packet containing all the same forms in late March, 1968, giving a two-month period between tests. From an initial sample of 100, 69 responded the second time. Since each SO received only forms relevant to his type as an SO, the N does not equal 69 in any case. The number of responses used by form for each type of test-retest reliability are presented in Table 23. If the forms are reliable, we should have (1) a high percentage of the same response each time; (2) a significant chi-square (which we present because it is a more trustworthy technique for testing significance with this kind of data than are techniques based upon correlation coefficients); (3) a high correlation, bearing in mind that low variance depresses the correlation.

The results are presented in Table 24. Note that if all marginals were non-zero, a 5 x 5 table would result for each item (5 possible responses at T₁ by 5 possible responses at T₂) yielding 16 degrees of freedom. Of twenty-four tables, only two do, as, in general, the lower value rows and columns were all zero. This further indicates the high clustering of the responses at the high levels of the scale.

It seems that the questions are reliable over time. Most respondents either change not at all or make one change on a five-point scale. The statistical significance of the cross-tabulation indicate stability over time, as do the high C values.

For the above instruments as total scores, we have the following test-retest correlations:

DOC:	.529
MOD:	.724
GOC:	.744
DED:	.798
MED:	.314
GED:	.606

117 One hundred SOs were selected at random from those SOs who had already responded to the first validation questionnaires. They were sent another packet of the same forms two months later.

TABLE TWENTY-THREE

**Sample Sizes for
Test-retest Reliability Coefficients for Significant Other
Choice-Type Influence Elicitors**

Abbreviation of Instrument	Content of Instrument	Effective Sample Sizes
DOC	Definer of Filter for Occupation, Self or Object	28
MOC	Model of Filter for Occupation, Self or Object	28
GOC	Definer or Model for Occupational System	39
DED	Definer of Filter for Education, Self or Object	36
MED	Model of Filter for Education, Self or Object	32
GED	Definer or Model for Educational System	55

TABLE TWENTY-FOUR

Test-retest Reliability of Analysis of Choice-type S0 Influence Elicitors

Form	Item	% No Change	χ^2	df	Significance Level	r
DOC	1	48	22.77	12	.010	.583**
	2	59	33.73	9	.001	.581**
	3	41	10.96	9	.500	.376*
	4	48	23.36	99	.010	.538*
MOC	1	53	21.27	12	.050	.755**
	2	50	15.75	9	.100	.706**
	3	43	9.81	6	.250	.470*
	4	53	25.46	12	.025	.679**
GOC	1	65	36.65	9	.001	.693**
	2	60	23.32	6	.001	.665**
	3	60	16.90	4	.005	.479**
	4	68	34.53	8	.001	.761**
DED	1	58	38.89	16	.005	.750**
	2	47	29.33	12	.005	.692**
	3	63	43.19	9	-.001	.747**
	4	58	36.95	12	.001	.675**
MED	1	64	19.49	6	.005	.508**
	2	42	8.04	6	.250	.326
	3	58	20.90	9	.025	.568**
	4	55	33.17	12	.001	.465**
GED	1	60	17.45	6	.010	.293*
	2	47	48.32	9	.001	.571**
	3	53	19.19	8	.025	.484**
	4	67	66.89	16	.001	.612**

* Significant at the .05 level.

** Significant at the .01 level.

The possibility that the phenomena under study (definer SO's expectations for the youth whom they influence or the model SO's self-aspirations which are (perhaps hazily) communicated to the youth, and seen in terms of concrete choices as their filters, rather than in terms of levels of the educational or occupational hierarchy) have changed over a period of two months does not seem to be indicated by these results. Minor changes over time point to sharp differentiation between low and high scores with somewhat less differentiation between these categories.

In conclusion, the SO choice influence instruments appear to be valid and reliable as evidenced by (1) reasonable item-item and item-total correlations on all versions of the forms; (2) lawful relation of the G forms to the D and M forms, in terms of item-to-total, and item-to-item associations; and (3) in terms of retest data after two months and the resulting indications of stability for items and for total scores.

Because of the unusual nature of the variables measured and their problematic relationship to educational and occupational levels of aspiration, more research is indicated before they can serve as a useful tool for the applied practitioner, and we recommend they be considered research instruments only.

CHAPTER VII

VALIDITY OF THE WISOB SIGNIFICANT OTHER ELICITORS AND LEVEL-TYPE SIGNIFICANT OTHER INFLUENCE ELICITORS

There are three separate validity questions involved in assessing the quality of the significant other battery: 1) The validity of the Significant Other Elicitors, 2) The validity of the Expectation Elicitors, and 3) The validity of both sets of instruments in conjunction as a measure of the field of interpersonal influence in which individuals are located.

1. Validity of Significant Other Elicitors:

The simplest measure of the validity of a test instrument is its correlation with another test instrument of known validity which purports to measure the same variable.¹¹⁸ Since this technique is not possible with the Significant Other Elicitors, (the Significant Other Battery was designed specifically because of doubts about the validity of existing instruments) a less direct measure, sometimes called construct validity is used here.

Construct validity implies some theoretical knowledge about the behavior of the phenomenon to be measured. If one is checking the validity of a thermometer, and he knows beforehand that temperature is higher in sunlight than in shade (other factors equal) then he can place his thermometer at one time in the shade, then in the shade, then in sunlight. If the thermometer does measure temperature, it will read higher when in sunlight than when shaded.

Unfortunately, not so much is known about the behavior of significant others under varying conditions as is known about the behavior of temperature. Since the quality of construct validity procedures is only as good as our theoretical understanding of the behavior of the phenomena the test purports to measure, and since our theoretical knowledge of significant others is scanty, the approach used here is somewhat of a compromise measure.

In the long run our aim is to test hypotheses about the influence of significant others on the educational and occupational orientations of youth. It would be perfectly feasible to generate hypotheses about this area and use them as the basis of tests of construct validity. But to

¹¹⁸. This kind of validity testing is called convergent validity. It implies as well that the test should not be correlated with valid tests which measure variables unrelated to the phenomenon in question. This related form is called discriminant validity. See Donald T. Campbell and Donald W. Fiske, "Convergent and Discriminant Validation by the Multitrait Multimethod Matrix," Psychological Bulletin 56(1959), pp. 81-105.

validate the instruments with tests in this area and then to use exactly the same data as evidence regarding the validity of the hypotheses would open us to the charge of circular reasoning. We would in effect be saying that the instruments were valid because the results were consistent with predictions for a hypothesis, and then saying that the hypotheses were tenable because tests of it, based on valid instruments, turned out to support it. We have therefore decided to test the construct validity of the instruments on hypotheses other than the main ones we wish to test, involving non-SO variables which are different from those with which we are ultimately concerned. As an additional safeguard we have tried to use the basic SO response data to form SO variables which are different from the ones we intend to use in testing our key substantive hypotheses.

Finally, all hypotheses were worked out before the data were collected. This was done to avoid using chance relationships, formed post-hoc, as evidence of validity of the instruments or of the substantive hypotheses.

A. Hypotheses:

The procedure involved here is basically this: two measures of patterns of significant others were selected: (1) Total number of significant others for any individual, and (2) an index of mean significant other involvement consisting of the average level of significance of all significant others for any individual. (This takes into account the "intensity" of the SO relationships of the person.) Hypotheses were then generated (within the limits of current theory) about (a) the relationship of these two variables to each other, (b) the variables upon which high and low values of these two measures may be seen to depend and, (c) the variables which should take high or low values as a consequence of high and low values of these two variables.

(1) The relationship between number of significant others and mean involvement with significant others: At first glance it would seem that these two measures should be inversely related. If the amount of time a person has to spend with others is relatively fixed, then the larger the number of persons he spends it with, the less will be the average amount he spends on each. We do hypothesize a negative correlation between these variables, but not nearly a perfect one.

First of all, the amount of time and attention one devotes to interaction with others is not absolutely fixed; those persons with a higher "social" inclination may spend a greater proportion of their time interacting than others, and consequently may have both a higher total number of significant others as well as a higher average involvement with them. Secondly, there are both upper and lower bounds to the measure of significant other involvement

(4 and 1 respectively). It is likely that, on the one hand, a person could invest the maximum amount of attention measurable on this instrument on several people (perhaps 3 or 4)--that is, he could have 3 or 4 others at level 4 of significance. Reductions in total number beyond that level would no longer reduce the average level of influence. On the other end of the scale, a score of 1 is the lowest a significant other can attain on the Significant Other Elicitor instrument, and so no matter how many significant others are detected, each of them must occur at level one or higher, otherwise their name would not appear on the instrument at all.

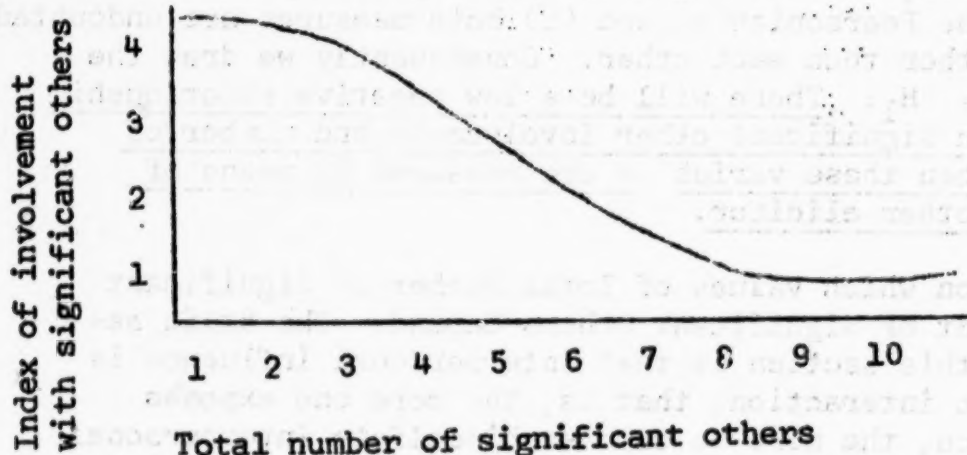
These limitations indicate a hypothetical regression line similar to the one in Figure 8. Thus the curve is negative over part of its slope but not all of it. Although we posit a negative correlation between total number of significant others and index of involvement with significant others, (a) the relationship is probably curvilinear and thus depresses the Pearson r , and (b) both measures are undoubtedly related to factors other than each other. Consequently we draw the following hypothesis. H₁: There will be a low negative relationship between index of mean significant other involvement and number of significant others when these variables are measured by means of a valid significant other elicitor.

(2) Factors upon which values of Total Number of Significant Others and Involvement of Significant Others depend: The basic assumption underlying this section is that interpersonal influence is positively related to interaction; that is, the more one exposes himself to interaction, the more he exposes himself to interpersonal influence. Consequently, two sets of variables are measured in this section: (a) amount of interaction, and (b) psychological disposition toward interaction. Theoretically, we can make the following hypotheses:

(a) Increased interaction increases the available pool of potential significant others. Consequently H₂: The amount of interaction will be positively correlated with a valid measure of total number of significant others. But (b) simple increased interaction could be a consequence of either a greater amount of time spent in interpersonal behavior, or the same amount of time spent with more significant others, thus reducing the average level of involvement with significant others. The next hypothesis follows from this. H₃: The correlation between the amount of interaction and a valid index of mean significant other involvement will be near zero or slightly negative. (c) Psychological predisposition toward interpersonal activities, insofar as it actually leads to increased interaction should be positively related to total number of significant others. Thus we hypothesize--H₄: Variables measuring psychological disposition toward interaction will be positively correlated with a valid measure of the total number of significant others. But (d) a high psychological predisposition toward interaction should lead to more total time spent with more others, or more total time spent with the

FIGURE EIGHT

Hypothetical regression line showing a slightly negative relationship between index of involvement with significant others and total number of significant others



others in some instances. Thus the next hypothesis--H₅: Variables measuring psychological predisposition toward interaction will show a low-to-moderate positive correlation with a valid index of mean involvement with significant others.

(3) Factors which depend upon values of Total Number of Significant Others and Involvement of Significant Others:

Since significant others are by definition important sources of influence for the psychological characteristics of individuals, then differences in patterns of significant others should correspond to personality differences in the individual. It should be of real psychological consequence to the individual, for example, to have a great many significant others rather than a few, or to be deeply involved with interpersonal influence rather than only superficially so. We suspect that two psychological variables in particular should be so affected: (a) dogmatism, and (b) personality adjustment.

(a) Dogmatism: We assume here that dogmatism refers to a rather rigidly delineated set of concepts available to the individual for the categorization of reality; consequently the dogmatic individual is relatively restricted in the alternative interpretations he can place on reality and in the alternative behaviors he can apply or allow to be applied to social situations.¹¹⁹ If reality is socially defined, such a view ought to be at least partially a consequence of a restricted environment of interpersonal influences. Hypothetically, increments in the number of significant others to which one is exposed should maximize the probability of receiving diverse interpretation of reality and consequently larger numbers of potential behaviors. However, it is conceivable that an individual may be involved with a sizeable number of significant others of nearly identical belief, so the relationship should not be a perfect one.

We hypothesize, then, as follows, H₆: A low correlation will be found between dogmatism and a valid measure of the total number of significant others.

We see no direct reason why dogmatism should be correlated with significant other involvement, and accordingly draw the following hypothesis, subject to the qualification stated immediately afterward, H₇: The correlation between a valid index of mean involvement with significant others and dogmatism should be zero. (However, the negative relationship between Total Number of Significant Others and Involvement of Significant Others itself may be enough to generate a spurious positive correlation of low magnitude between dogmatism and mean involvement with significant others.)

119. Milton Rokeach, The Open and Closed Mind, New York, Basic Books Inc., 1960; also see T. W. Adorno, Else Frenkel-Brunswick, D. J. Levinson, and R. W. Sanford, The Authoritarian Personality, New York, Harper, 1950.

(b) **Personality Adjustment:** If the categories one uses in order to classify and deal with social situations are products largely of interpersonal influences, then deficiencies in interpersonal influence should lead to deficient category systems, relative inability to cope with social situations, and personality maladjustment. There ought to be a point, however, at which sufficient interpersonal influence has accrued so that the individual is capable of handling his environment adequately, and beyond which further accretions of significant others would not markedly improve adjustment. We hypothesize, then, a curvilinear relationship more or less like the one in Figure 9. The zero-order Pearsonian r will underestimate this curvilinear relation, and we consequently expect a moderate positive relationship between Total Number of Significant Others and personality adjustment. The next hypothesis is based upon this. H₈: A moderate positive correlation will be found between a valid measure of number of significant others and degree of personality adjustment.

The relationship between ISO and personality adjustment is somewhat problematic, in that the relationship [if one], is more likely between total involvement and adjustment than average involvement. No hypothesis is made here.

B. Data.

(1) **The Sample.** The sample consists of 110 students drawn at random from the senior class of West Bend High School, West Bend, Wisconsin. This school was chosen because census data showed the town to have an industrial base and because, having only one school, students from all strata attended it.

The administration yielded a useable N of 110, 59 males and 51 females. Table 24 illustrates the distribution of subjects by sex and father's occupation.

Table 25 illustrates the division by residence.

The table illustrates the bulk of the sample lives in West Bend (over 10,000), although 38 live in rural areas and 13 live on farms.

Generally the sample seems roughly representative of the kinds of subjects to whom the WISOB is intended to be administered.

(2) **Operational Definitions of Variables Measures:** 120

(a) **Amount of Interaction:** This variable is measured in two different ways. The first is a simple two-item, open-ended

120. All these instruments may be found in Appendix C.

FIGURE NINE

Hypothesized curvilinear relationship between personality adjustment and total number of significant others

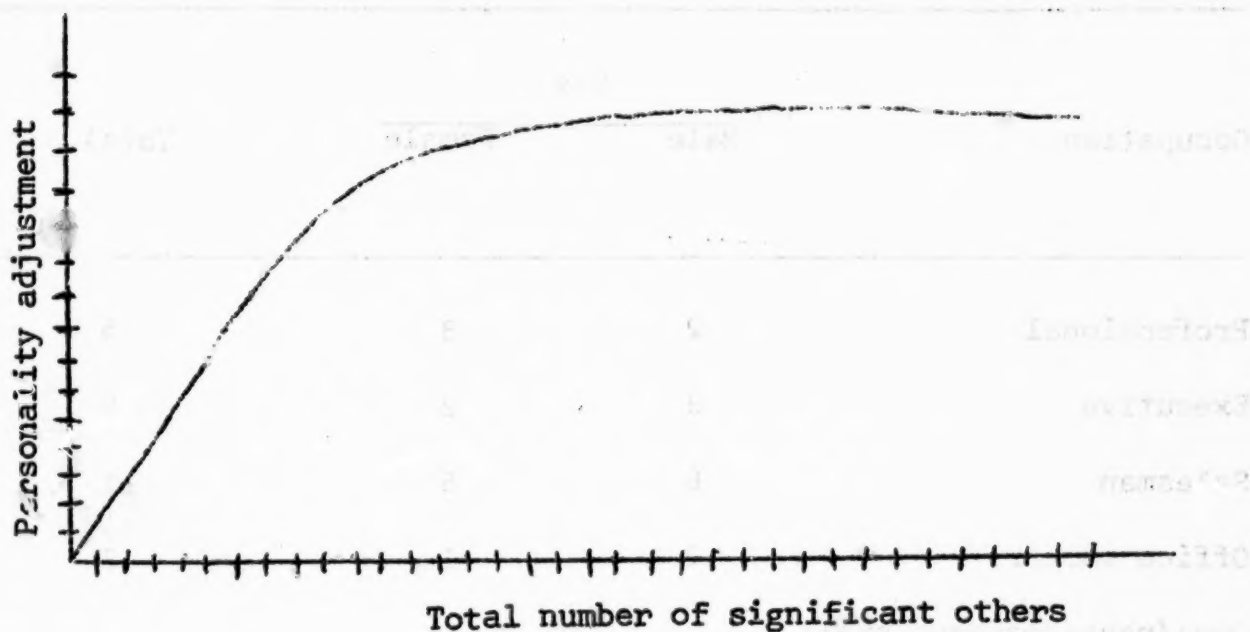


TABLE TWENTY FOUR

Sex of subjects by father's occupation,
West Bend High School (N=110)

Occupation	Sex		Total
	Male	Female	
Professional	2	3	5
Executive	3	2	5
Salesman	6	5	11
Office worker	2	1	3
Owns/rents/manages small business	2	2	4
Owns/rents/ manages farm	1	2	3
Factory worker	27	21	48
Other	15	14	29
Total	58	50	108*

*Total does not equal 110 because of missing data.

TABLE TWENTY FIVE

Sex of subjects by place of residence (N=110)

Place of residence	Sex		Total
	Male	Female	
Rural-farm	6	7	13
Rural-nonfarm	10	15	25
Village, under 2,500	1	2	3
Town, 2,500-10,000	0	1	1
City, over 10,000	41	25	66
Total	58	50	108*

*Total does not equal 110 because of missing data.

sociometric-type test (filled in by the students in class, of course), called number of interactors. Item one is worded: "Of all the people in this room, who do you spend most of your time with?" Item two is worded "Of all the people that you know, who do you spend most of your time with?" Six blank spaces are provided for each. The total number of different persons mentioned on both items is summed.

The second instrument is somewhat less direct, measuring participation in extra curricular activities, as follows:

The kinds of extra curricular activities in which I participate are:

(Check the ones in which you participate regularly, and add to the list if necessary.)

- | | |
|--|--|
| ☐ athletics. | ☐ annual. |
| ☐ band-orchestra. | ☐ student government. |
| ☐ chorus-vocal. | ☐ hobby club. |
| ☐ dramatics. | ☐ other. _____. |
| ☐ debates | ☐ _____. |
| ☐ 4-H or FFA | ☐ _____. |
| ☐ school paper | ☐ _____. |

(b) Psychological disposition toward Interaction: This variable is measured operationally by the Acceptance of Others¹²¹ scale; a 28-item Likert-type scale. The assumption underlying its use here is that the more favorable a person's attitude toward people in general, the higher his rate of interaction.

(c) Dogmatism: Dogmatism is operationally measured here by the Schulze Dogmatism Scale, a shortened form of the Rokeach Dogmatism Scale.¹²² This Guttman scale consists of the "best" ten items (i.e., those resulting in the least errors) from Rokeach's original index.

(d) Personality Adjustment: Personality Adjustment is operationally measured here by the Short Form of the general adjustment

121. E. Berger, "The Relation Between Expressed Acceptance of Self and Expressed Acceptance of Others," Journal of Abnormal and Social Psychology 1952, Vol. 47, pp. 778-782, cited in Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes, New York, McGraw-Hill, Inc., 1967, pp. 432-436. Used by permission of the author. Also see appendix C.

122. Rolf H. K. Schulze, "A Shortened Form of the Rokeach Dogmatism Scale," Journal of Psychological Studies, 1962, Vol. 13, No. 2, pp. 93-97.

scale called the "Minnesota Survey of Opinions."¹²³

It is a 31 item Likert-type instrument which measures the morale and general adjustment of respondents.

(3) Validity of Expectation Elicitors

As we mentioned in Chapter 4, there are four basic kinds of expectation elicitors measuring whole attitudes in the WISOB: two dealing with education and two with occupation. Of these, one specifically measures the level of attainment that the SO who is a definer expects of the youth, and another measures the level of aspiration the SO who is a model had for himself when he was young. It is these which we hope to use in research on attainment levels in stratification systems. The other two, based on the relative values of filter categories, do not explicitly deal with hierarchical levels, but rather with the criteria upon which such judgments rest. Of these, the hierarchical measure of levels of occupational expectation or aspiration is based directly on an instrument of known validity.¹²⁴ In its original form (referring to a youth's aspirations for his own attainment, rather than another's expectations for his attainment) the behavior of the variable it measures is fairly well-known theoretically. We know, for example, that levels of occupational and educational aspiration are positively correlated to a substantial degree. Consequently, valid instruments designed to measure the occupational level of influence of SOs should be highly positively correlated with valid instruments designed to measure the educational level influences of SOs. That is to say, the SO's scores for ego on the Occupational Expectation Level Elicitor Form (042, from Table 12, Chapter 5) or, if the SO is only a model, his scores on the Occupational Self Aspiration Level Elicitor Form (022, from Table 12, Chapter 5) will be highly correlated with SO's scores for ego on the Educational Expectation Level Elicitor Form (E42 from the above mentioned table) or the Educational Self-Aspiration Level Elicitor Form (E22 from above). (Self-aspiration forms were used for models who were not definers and who therefore did not have expectations for the individual.)

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123. E. A. Rundquist and R. F. Sletto, Personality in the Depression, Child Welfare Monograph Series, No. 12, Minneapolis, University of Minnesota Press, 1936, cited and discussed in Delbert C. Miller, Handbook of Research Design and Social Measurement, New York, David McKay Co., 1964, pp. 151-159.
124. A. O. Haller and I. W. Miller, The Occupational Aspiration Scale: Theory, Structure and Correlates, East Lansing: Michigan Agricultural Experiment Station, Tech. Bull. No. 288, 1963.

The two remaining sets of instruments do not refer to hierarchical levels and for convenience are called expectation choice elicitors. Of the two, the Educational Choice Elicitors (E) almost necessarily imply such a hierarchy though, for the following reason: since there is little latitude for choice within any given educational level, an increase in the valuation placed on the filter categories defining education as an object would almost necessitate a higher level of educational aspiration. We should expect some correlation, then, of the Educational Choice Elicitor with a valid measure of the Educational Level Elicitor. Within the occupational prestige hierarchy, however, there is a great deal of variation possible within any given occupational prestige level. Higher valuation placed upon the occupational filter categories for occupation would not imply higher scores on the Occupational Level Elicitors to such a great degree as higher valuation of educational filter categories implies higher Educational Elicitor scores. Consequently, a valid occupational choice measure should not be so highly correlated with a valid measure of educational level expectations. We should assume then, that the two level measures (since they measure relatively the same phenomenon) should intercorrelate highly. The two level vs. level/choice measures (Educational level vs. Educational choice; Occupational level vs. Educational choice) should correlate less highly; the level choice and choice only (educational choice vs. occupational choice) should correlate less still, and the two level and choice measures (educational level vs. occupational choice and occupational level vs. occupational choice) should correlate least of all. This should be the case both for the expectations of others and the aspiration of youth.

Consequently, the following hypothesis may be generated:

$$H_0 : r_{12} = r_{13} = r_{23} = r_{34} = r_{24} = r_{14}$$

$$H_1 : r_{12} > r_{13} \approx r_{23} > r_{34} > r_{24} \approx r_{14}$$

Validity is indicated by rejecting H_0 in favor of H_1 .

Where

V_1 = Educational level

V_2 = Occupational level

V_3 = Educational choice

V_4 = Occupational choice

Sample: The expectation elicitors (EE) were administered to a sample of 110 students selected at random from West Bend High School and all the significant others (SO) of this group as identified by the WISOB SOE's (N = 1357). Administration of the EEs to the SOs was by mailed questionnaire, and a 66% return rate yielded a useable N of 898.

An approximately 66% return rate yielded 898 significant others, 505 male and 393 female. Table 26 illustrates the division of SOs by residence.

Table 27 shows the occupations of the SOs, by sex of the SO. The large "other" category represents mostly students, housewives and retired persons.

(4) Joint Validity Measures

The third validity question is the degree to which the WISOB SOEs and the WISOB EEs, working together, provide a valid measure of the location of individuals within a matrix of significant other influence.

Within the construct-validity framework necessary here, it is essential to assume that variations in the structure of interpersonal influence patterns will have psychological consequences for the individual, and that a valid measure of significant other influences will be associated with such psychological effects. Current theory allows us to predict certain consequences of different SO patterns (e.g., a correlation between the expectations of SOs and the aspirations of ego) but is not really strong enough to predict the magnitude of such relationships--immediate, contemporary significant other influences must compete against lesser sources of interpersonal influence (which, in sum, may be great), prior significant other influences, self-reflexive acts, etc. What this means in practical terms for our purposes is this: while we can predict that there should be correlations between the expectations of significant others and the aspirations of individuals, we do not know how strong they should be. Consequently the following basic research strategy was adopted.

Without predicting the magnitude of the relationships, it should be the case that a valid test administered to significant others should correlate higher with a test measuring the same variable administered to the students than it should with a valid test measuring a different variable. The following four hypotheses may thus be generated.¹²⁵

125. Here we follow the terminology presented in Archibald O. Haller, "On the Concept of Aspiration," Rural Sociology 33, Dec. 1969, pp. 484-487. Levels of aspiration (toward a goal structure) are defined as properties of ego as opposed to levels of expectation which alters (or here, significant other) have for ego--obviously properties of alters.

TABLE TWENTY-SIX

Number of significant others by place of residence (N=898)

Place of residence	Number	Percent
Rural-Farm	74	8.2
Rural-nonfarm	178	19.8
Village, under 2,500	40	4.4
Town, 2,500-10,000	46	5.1
City, over 10,000	553	61.5
Other	7	.9
Total	898	100

TABLE TWENTY-SEVEN

Sex of significant others by occupation (N=898)

Occupation	Sex		Total
	Male	Female	
Professional	136	69	205
Executive	17	0	17
Salesman	20	6	26
Office worker	13	44	57
Owens/rents/manages small business	3	0	3
Owens/rents/manages farm	7	0	7
Factory Worker	61	16	77
Other*	248	258	507
Total	505	393	898

* The large "other" category represents primarily students, housewives and retired persons.

H_0	H_1	
$r_{12} = r_{14}$	$r_{13} > r_{14}$	where V_1 = Student's Educational Aspirations
$r_{24} = r_{23}$	$r_{24} > r_{23}$	V_2 = Student's Occupational Aspirations
$r_{13} = r_{23}$	$r_{13} > r_{23}$	V_3 = Significant Others' Educational Expectations
$r_{24} = r_{14}$	$r_{24} > r_{14}$	V_4 = Significant Others' Occupational Expectations

Validity is indicated by rejection of the H_0 in favor of H_1 .

These hypotheses are restricted to measures of Educational and Occupational level, which are the expectation instruments of principle concern. There is virtually no existing body of theory of enough substance to warrant firm predictions about the behavior of the variables measured by the educational and occupational choice instruments. There is enough evidence resulting from this research, however, to consider them valid measures of a fairly unusual set of variables, and to warrant treating them in a separate section, as has been done. (See Chapter Six.)

(5) Results:

(a) Validity of the Significant Other Elicitors.

All the hypotheses in this section depend on the total number of SOs a person has. Yet the WISOB purports only to detect educational and occupational SOs. In order to test the hypothesis that number of educational and occupational SOs was related to number of SOs in general, a crude instrument, the Life Style Indicator, was developed. This instrument purports to measure the significant others a person has for defining his future social drinking and smoking behavior. These decisions, we reasoned, were unrelated to educational and occupational decision-making, yet pervasive enough to be faced by all members of the sample. Although originally designed as an exact parallel to the Educational and Occupational instruments, objections by school administrators forced the deletion of one item (Who do you know who is of legal age who uses alcohol?--a model for object item). Even so, the correlation between number of educational and occupational SOs and life-style SOs is .740 ($N = 109$).

In the earlier paragraphs nine hypotheses, two of which were tested two ways, concerning the validity of the SOEs were made concerning the relationship of two variables yielded by the SOEs to other selected variables. Table 28 summarizes the predicted relationships and Table 29 shows the observed correlations.

TABLE TWENTY-EIGHT

Summary of hypothesized relationships for validity

The Significant Other Elicitors

Amount of interaction and psychological disposition toward interaction		Involvement with significant others	
Patterns of significant others	Indexes of interaction	Psychological disposition toward interaction	Number of significant others
A	B	Dogma-tism	Personality adjustment
Number of interactions	Number of extracurricular activities		
Both A and B: Moderately positive	Positive	Slightly negative	Positive
Zero or negative	Slightly to moderately positive	Slightly positive	Negative or near zero
Mean involvement with significant others			

TABLE TWENTY-NINE

Observed relationships for validity of the Significant Other Elicitors

(N = 109)*

Patterns of significant others	Amount of interaction and psychological disposition toward interaction				
	Indexes of interaction		Psychological disposition toward interaction	Dogma-tism	Personality adjustment
	A	B			
	Number of interactions	Number of Extracurricular Activities			
Number of significant others	.50	.37	.05	.13	.43
Mean involvement with significant others	.09	.02	.29	.21	.29
					(.01)

					.01

* For N = 109, correlations of $\pm .19$ are significantly different from 0 at the .05 level.

As a comparison of the two tables indicates, seven of the nine hypotheses are confirmed by the data at the .05 level. Two are not: the relationship between number of SOs and Psychological Disposition Toward Interaction is essentially zero where a position relation had been predicted, and the relationship between number of SOs and Dogmatism is statistically not different from zero at the .05 level where a negative r had been predicted.

The Attitude Toward Others Test, however, (which is used here as the measure of psychological disposition toward interaction) does not correlate significantly with any of the other 71 variables derived in the course of the significant other project except for low to moderate correlation with the other two personality tests. This is enough to generate significant doubts about its validity. It should probably not be counted strongly as evidence in either direction.

The failure to appear of the negative relationship between dogmatism and number of significant others is not so easily accounted for, except that the Schulze Dogmatism Test correlated with only three of the 71 variables in the matrix, and thus casts some doubt on its validity as well. If both the Schulze Dogmatism Scale and the Attitude Toward Others Tests were removed from the analysis, five validation hypotheses, all confirmed, would remain. Nevertheless, even if all tests are included, only one of the nine correlations would flatly contradict the validity of the SOEs at the .05 level. It would seem, then, that the results strongly indicate that the SOEs are valid instruments for detecting significant others.

(b) Validity of the Expectation Elicitors.

The validity of the expectation instruments, as has been pointed out, rests on the fact that a good deal is known about the theoretical behavior of some of the variables measured by the major expectation elicitors. Based on that knowledge, the following relationship among the instruments was predicted:

$$H_0 = r_{12} = r_{13} = r_{23} = r_{34} = r_{24} = r_{14} \quad \text{where} \quad \begin{array}{l} V_1 = \text{Educational Aspiration} \\ V_2 = \text{Occupational Aspiration} \\ V_3 = \text{Educational Choice} \\ V_4 = \text{Occupational Choice} \end{array}$$

$$H_1 = r_{12} > r_{13} \approx r_{23} > r_{34} > r_{24} \approx r_{14}$$

Validity is indicated by the rejection of H_0 in favor of H_1 .

There are two basic ways in which these hypotheses can be tested. First, the expectation elicitors were administered first to the 110 students at West Bend High School to measure their own aspirations

and attitudes. Second, the expectation elicitors were subsequently administered to 899 of these students' significant others. The mean values of the SO influence variables (levels of expectation for definers and level of self aspiration for models) of the SOs of each student were then calculated. Consequently, two equations (or inequalities) can be generated: one for the relationships among the tests administered to the students and a second for the relationships among the mean expectations of the significant others. (Exact significance levels have not been calculated, because it is scarcely possible to obtain two intervals between $r = .652$ and $r = 0$ leaving the 1.96 standard deviations required for significance at the .05 level between each step, but it should be noted that these inequalities are simply short-hand ways of predicting orderings between pairs of correlation coefficients. The two inequalities represent 26 such distinct pair predictions. The probability of confirming all 26 of these hypotheses by chance when in fact $r_{12} = r_{13} = r_{23} = r_{34} = r_{24} = r_{14}$ is extremely remote.)

The results indicate that, in both cases, we are more than justified in rejecting the null hypothesis in favor of the alternative indicating validity.

For the students, the results show that

$$\begin{array}{cccccc} r_{12} & r_{13} & r_{23} & r_{34} & r_{24} & r_{14} \\ .652 & > & .379 & \approx & .413 & > & .106 & > & .051 & \approx & .034 \end{array}$$

For the significant others,

$$\begin{array}{cccccc} r_{12} & r_{13} & r_{23} & r_{34} & r_{24} & r_{14} \\ .723 & > & .482 & \approx & .338 & > & .157 & > & .064 & \approx & .078 \end{array}$$

The marked similarity between the two inequalities also indicates the similarity of the result when the instruments are administered to students and their SOs. Again, the evidence strongly suggests that the instruments eliciting aspiration or expectations for attainment along an educational or occupational hierarchy are valid. This indicates that we can have a great deal of confidence in the ways here devised to measure the expectation levels of SOs who are definers and the self-aspirations of model SOs who are not definers, both for eliciting the aspirations of students and the expectations of their SOs as well.

(c) Results of Joint Validity Measures

The basic reasoning behind the joint validity tests was that a valid test administered to significant others should correlate higher with a valid test measuring the same variable administered

to the students than it should with a valid test measuring a different variable. In this instance, that means that the educational expectations of SOs for ego should correlate better with his educational aspirations than with his occupational aspirations, and vice versa. The fact that educational and occupational aspirations are highly inter-correlated ($r = .70$, approximately) seriously confounds this strategy, but nonetheless the results tend to support the hypotheses of validity.

The originally hypotheses were:

H_0	H_1	where
$r_{13} = r_{14}$	$r_{13} > r_{14}$	V_1 = Students' Educational Aspiration
$r_{24} = r_{23}$	$r_{24} > r_{23}$	V_2 = Students' Occupational Aspiration
$r_{13} = r_{23}$	$r_{13} > r_{23}$	V_3 = SOs Educational Expectations (or self-aspirations)
$r_{24} = r_{14}$	$r_{24} > r_{14}$	V_4 = SOs Occupational Expectations (or self-aspirations)

Rejection of H_0 in favor of H_1 indicates validity.

The observed correlations yield the following result:

$$\begin{matrix} r_{13} & r_{14} \\ .720 & > .646 \end{matrix}$$

$$\begin{matrix} r_{24} & r_{23} \\ .667 & > .509 \end{matrix}$$

$$\begin{matrix} r_{13} & r_{23} \\ .720 & > .509 \end{matrix}$$

$$\begin{matrix} r_{24} & r_{14} \\ .667 & > .646 \end{matrix}$$

All results are in the direction predicted by validity; all but the first and fourth are statistically significant at the .05 level. Although the data do not allow for statistical rejection of the first and fourth null hypothesis, the statistical probability of the sample yielding all four relationships as they are, given that there are no differences in the population, is very small, particularly since both educational and occupational aspirations and educational and occupational expectations are so highly related. We should also expect some degree of non-spurious relationship between SO's educational expectations and ego's occupational aspirations, and vice versa,

for the same reason. ($r = .652$, $r = .723$ respectively). Again, the general pattern of the results tends to indicate validity.

(d) Summary:

Three separate kinds of validity tests were employed:

(1) tests of the validity of the significant other elicitors, (2) tests of the validity of the expectation elicitors, and (3) tests of both sets of instruments operating jointly. In the first section, nine hypotheses (two tested two different ways) were generated concerning the relationship between two variables measured by the SOEs (number of significant others and mean involvement with significant others) and interaction, propensity toward interaction, dogmatism, personality adjustment and each other. Eight of the nine relationships were in the predicted direction; seven were statistically significant.

In the second section, 26 separate validity hypotheses (in the form of two inequalities) were generated, based on theoretically expected relationships among the variables measured by the expectation elicitors. Although tests for statistical significance were not, strictly speaking, appropriate, all the relationships were in the predicted ranges and directions.

In the third section, four hypotheses, based on the theoretically expected interrelationships between SO's expectations (or self-aspirations for SOs who were models but not definers) and ego's aspirations were generated. All were in the direction predicted and two were statistically significant, although the tests for statistical significance were confounded by the degree to which educational and occupational aspirations are intercorrelated.

In general, then, 39 validity hypotheses were generalized. One was clearly disconfirmed, 38 were in the direction predicted by validity, and in cases where results were not statistically significant, clear mitigating circumstances can be found. Even though one may hold reservations about any of the tests individually, the remarkably consistent pattern of the results taken together is too substantial to be ignored.

It should also be noted again that the validity measures used here are deliberately chosen to minimize the circularity of reasoning involved in using the relationship the test is designed to investigate as evidence of its validity. For example, if one uses the correlation between SO's educational expectations and ego's educational aspirations as evidence of the validity of the WISOB, then he cannot use the Significant Other Battery to prove that the expectations of others are related to the aspirations of individuals without being accused of circularity. Nonetheless, if the WISOB does not detect significant others, and if WISOB does not accurately measure the expectations of others or the aspirations of youth, then one is hard pressed to explain

the correlation of .652 between the occupational expectations of SOs detected by WISOB and the occupational aspirations of students, a correlation fully 8.2 standard deviations from zero (N = 109), or the correlation of .723 between the educational aspirations of those identified by WISOB as educational SO's and ego's own educational aspirations, a correlation 9.3 standard deviations from zero. (N = 109)

When the evidence is viewed overall, it seems reasonable to suggest the following conclusions:

(1) The WISOB significant other elicitors validly detect the educational and occupational SOs for high school students.

(2) The WISOB Expectation Elicitors validly measure

(a) the educational and occupational aspirations students hold for themselves.

(b) the educational and occupational expectations of significant others relevant to ego's aspirations.

(3) The WISOB, as a unit, validly measures the contemporaneous interpersonal influences which relate to ego's educational and occupational decisions.

CHAPTER EIGHT

SUMMARY AND CONCLUSIONS

1. The Construction and Validation of the WISOB.

This report began by reviewing the general current of research concerning the educational and occupational attainment process. This review yielded two important conclusions: that interpersonal influence, particularly influence exerted by certain key or significant others, is of critical importance in the process, and that, to date, no satisfactory instruments for detecting and measuring that influence had been devised. A more specific review of the term significant other (apparently first used by Harry S. Sullivan) showed that it seemed to be similar in intent to the more general Meadian other, but reflected a situation in which the "fracturing" of the social context into divergent groups and viewpoints required a rank-ordering of others with different characteristics and attitudes. Although a great deal of effort had been expended on the concept, particularly under the name "reference group," no single, parsimonious theory was available concerning the nature of significant others.

Chapter Two attempted to develop a theoretical base for the later construction of questionnaires for the measurement of significant other influence. Significant others were defined as those people who exert an important influence on the attitudes of an individual. The component structure of attitude consists of the individual's definition of the object of the attitude, his definition of himself and the consequent relationship between the two. The individual forms his definitions of objects (and himself) by placing them into categories, which, insofar as they "filter" the individual's conception of reality, are called "filter categories."

Significant others were said to exercise their influence by defining objects (or the individual himself) into these filter categories. They do so either by communicating through a symbol system (like language) or by example. The former were called definers, the latter models. By cross-classifying these techniques, four types of influence emerge: models for objects, models for self, definers for objects and definers for self. The more of these an individual exercises, the greater is his proportional influence on the attitude, and the greater his significance as an other.

As in all basic research, parts of the theory became clearer as the analysis progressed; a full-blown theory was not available when we began. Models and definers exert their influence in different ways: models because they exemplify something to a person (here,

most importantly, an orientation to a level of the occupational or educational structure), definers because they communicate something (here, an occupational or educational orientation) directly to the youth. For the topic of occupational and educational attainment levels of youth, definers exert influence through the expectation levels they hold for the youth. Each definer evidently holds an expectation level for each youth for whom he is a definer. Models are a little more complex (and probably less important on the average.) Some models exemplify an attainment level; they have a job at a certain prestige level and they have completed a level of education. These are mostly adults. Other models, most of the youth's peers as well as some others without gainful employment, exemplify only what they wish for themselves. Some SOs exert their influences in all three ways, others in fewer. In Figure 10 we present a paradigm of the modes of SO influence. In certain details this paradigm is an extension of our thinking somewhat beyond the evidence presented herein. We included it because it clarifies the modes of SO influence and because it forms the basis for new analyses which should be made.

Some SOs (type A) exert influence through three modes: the attainment level they exemplify to Ego, the expectation level they hold for Ego, and the aspiration levels they hold for themselves. When such an SO presents consistent levels on all three variables, he is the most influential. Other SOs, types B and C, exert two modes of influence. Since we assume that expectation levels are the most powerful of the three influence variables, we think type B is more powerful than type C. Obviously type D, with only one influence variable, self-aspirations which may be communicated to Ego, is the weakest of the four. Not only this, but we suspect that expectation levels for Ego in general are more powerful than attainment levels exhibited to Ego, which in turn are more powerful than self-aspirations exhibited to Ego. We suppose that type D has a second reason for not being very influential; this type exerts only one mode of influence and it is usually weak. To provide examples in plain English, type A people would ordinarily be adults known well by the youth: his father, a few teachers, a friend or two. When such people become SOs they can be enormously influential. Type D people would ordinarily be school friends. These people, as individuals, would not be very influential, though if many of them become SOs and present consistent aspirations to the youth, they could have an important net influence.

Chapters Three and Four describe the construction of the Wisconsin Significant Other Battery based on the theory outlined in Chapter Two along with 61 interviews, 31 with high school youth and 30 with significant others drawn from the interviews with the youth.

There are two basic kinds of instrument in the WISOB, the Significant Other Elicitors (described in Chapter Three) which,

FIGURE TEN

Paradigm of types of Significant Others and the Variables by which each type influences the person (Ego).

<u>Definer</u>	Model Functions of Significant Others	
	<u>Exemplifier</u>	<u>Non-exemplifier</u>
Functions of Significant others	Role <u>encumbents</u> whose (educational and/or occupational) roles are known to Ego	Role <u>aspirants</u> whose self-aspiration levels are known to Ego
<u>Definer</u> Significant others who hold <u>expectations</u> for Ego	<u>Type A. Definer-exemplifier</u> (Role encumbents who hold expectations for Ego) SO's <u>attainment</u> level SO's <u>expectation</u> level for Ego SO's <u>self-aspiration</u> level	<u>Type B. Definer-nonexemplifier</u> (Role aspirants who hold expectation for Ego) ----- SO's <u>expectation</u> level for Ego SO's <u>self-aspiration</u> level
<u>Non-Definer</u> Significant others who <u>do not</u> hold expectations for Ego	<u>Type C. Nondefiner-exemplifier</u> (Role encumbents who do not hold expectations for Ego) SO's <u>attainment</u> level ----- SO's <u>self-aspiration</u> level	<u>Type D. Nondefiner-nonexemplifier</u> (Role aspirants who do not hold expectations for Ego) ----- ----- SO's <u>self-aspiration</u> level

as their name implies, are designed to determine the contemporary educational and occupational significant others for any high school student, and the Expectation Elicitors (described in Chapter Four) which serve the dual purpose of (a) measuring the educational and occupational aspirations of high school students, and (b) the expectations of their significant others.

The Significant Other Elicitors consist of two basic instruments, an Educational form and an Occupational form. The Expectation Elicitors consist of four basic instruments (and slight variants to make them relevant to all kinds of subjects and SOs; e.g., male-female, youth-adult, etc.) those which elicit the level (both educational and occupational) toward which youth aspire (or which their SOs expect of them) and those which attempt to elicit the degree of valuation respondents place on the filter categories used to define education and occupation.¹²⁶

Chapter Five discusses the reliability of the instruments. The first section establishes a test-retest reliability of the SOEs. The unusual nature of the instruments begins to show itself here, and the moderate Pearson product-moment correlations conceal relationships more clearly revealed in a contingency table design. The conclusion apparently supported by the data is that the SOEs are quite reliable measures of a fluid (but lawfully acting) phenomenon.

Secondarily, Chapter Five deals with the reliability of level-type expectation elicitors. Here the straight forward level-type measures (measures of level of educational and occupational aspiration) respond to simple techniques, and show substantial test-retest reliability.

Chapter Six deals with the validity and reliability of the choice forms of the expectation elicitors. These tests are used in validity checks, otherwise they are of only theoretic value for the time being. The instruments (and their variants), which purport to measure the degree of valuation individuals place on filter categories, show only moderate product-moment correlations over time, but a contingency table design similar to that used for the SOEs tends to indicate the following: The phenomena measured by these two instruments are presumed by the theory to be culturally shared values. The data bear this out, as almost all sample members score highly on them, with negligible variance.

126. The theoretical behavior of the variable measured by these latter instruments is not well known, and so these instruments should best be reserved for research only.

This phenomena, we suspect, is great enough to seriously affect the product moment correlations and lead to an underestimation of true association. Values calculated from the Chi Square tables bear out this interpretation, but caution is still advised regarding this tentative interpretation.

Chapter Seven discussed the validity of WISOB. Three separate validity tests were employed: (1) tests of the validity of the significant other elicitors, (2) tests of the validity of the expectation elicitors, and (3) tests of both sets of instruments operating jointly. In the first section, nine hypotheses were generated concerning the relationship between (a) two variables measured by the SOEs (number of significant others and involvement with significant others) and (b) interaction, psychological disposition toward interaction, dogmatism, personality adjustment. Most of these relationships were in the predicted direction.

In the second section, 26 separate validity hypotheses (in the form of two inequalities) were generated, based on theoretically expected relationships among the variables measured by the significant other influence elicitors. Although tests for statistical significance were not, strictly speaking, appropriate, all the relationships were in the predicted ranges and directions.

In the third section, four hypotheses, based on the theoretically expected interrelationship between SO's expectations and ego's aspirations, were generated. All were in the direction predicted and two were found statistically significant, despite the fact the tests for statistical significance were confounded by the degree to which educational and occupational aspirations are intercorrelated.

In general, then, 41 validity hypotheses were generated. One was clearly disconfirmed, 40 were in the direction predicted and in cases where results were not statistically significant, clear mitigating circumstances can be found. Even though one may hold reservations about any of the tests individually, the remarkably consistent pattern of the results taken together is too substantial to be ignored.

It should also be noted again that the validity measures used here are deliberately chosen to minimize the circularity of reasoning involved in using the relationship the test is designed to investigate as evidence of its validity. For example, if one uses the correlation between SO's educational expectations and ego's educational aspirations as evidence of the validity of the WISO, then he cannot use the Significant Other Battery to prove

that the expectations of others are related to the aspirations of individuals without being accused of circularity. Nonetheless, if the WISOB does not detect significant others, and if WISOB does not accurately measure the expectations of others or the aspirations of youth, then one is hard pressed to explain the correlation of .54 between the average occupational expectations (and self-aspirations) of SOs detected by WISOB and the occupational aspirations of the SOs' respective students, or the correlation of .75 between the educational expectations and self-aspirations of those identified by WISOB as educational SO's and ego's own educational aspirations (both based on sample sizes of 109 students).

When the evidence is viewed overall, it seems reasonable to suggest the following conclusions:

- (1) The WISOB Significant Other Elicitors validly detect the educational and occupational SOs of high school students.
- (2) The WISOB Expectation Elicitors validly measure
 - (a) the educational and occupational aspirations students hold for themselves.
 - (b) the educational and occupational expectations of significant others relevant to ego's aspirations.
- (3) The WISOB, as a unit, validly measures the contemporaneous interpersonal influences which relate to ego's educational and occupational decisions.

In general, the results tend to indicate that the WISOB, taken as a whole, is a valid, reliable and economical battery of instruments, rapidly administered and easily scored, which measures the primary field of contemporary educational and occupational significant other influence for high school students.

2. Ramifications for Theory and Future Research:

There are two distinct but related issues that should be considered at this point. First, the practical purpose of this research in the first place was to achieve higher levels of prediction for educational and occupational attainments, and to provide the practitioner with points of leverage for influencing students whose aspiration levels are in some sense unrealistic. Notwithstanding the importance of this task, it should be recognized that its accomplishment is probably more technology than science. The prediction or controlling of the educational and occupational aspirations or attainments of any youth or set of youth is the prediction or controlling of a discrete, historical event. Second, while prediction or control of discrete historical events

may be an "ultimate" test of scientific theory, the ultimate goal of science qua science is the generation of theory about abstract classes of phenomena. While the WISOB may be of enormous usefulness in understanding and influencing educational and occupational attainment, it is potentially even more useful in furthering theoretical knowledge about the process by which any individual aspires to any activity. Although restrictions of time and money precluded any effort at a substantive use of WISOB at this time, nonetheless some of the findings generated in the process of establishing validity and reliability indicate that the WISOB has taken us a long way toward both goals.

Table 30 presents some of the evidence for both points. Here we have computed the correlations among a number of variables taken on the West Bend, Wisconsin sample of youth and their SOs as identified by the Wisconsin Significant Other Battery. We have averaged the SO expectations of all SOs for each youth and treated each such average as if it were one variable measured on the youth. This is justified on the grounds that we are here interested in assessing the influence of the net SO expectations levels on each subject (self-aspirations of models who are not definers are not included here). It should be recognized that most of the correlational data do not readily lend themselves to causal analysis, and we have not undertaken such an analysis.

The main points to be made here are that the youth's level of educational aspiration (X_{11}) and his SOs' educational expectation levels (X_{19}) for him correlate highly: $r = +.75$; his level of occupational aspiration (X_8) and his SOs' occupational expectations (X_{16}) for him correlate moderately highly: $r = +.54$. His levels of educational and occupational aspiration (X_{11} and X_8), however, are not correlated very highly with his SOs' respective levels of educational and occupational attainment (X_{13} and X_{12}): $r = +.17$ and $r = +.29$. This reinforces our earlier supposition that SOs' expectations are more influential than their attainments. Interestingly, the youth's educational aspiration levels (X_{11}) appear to be moderately correlated with his SOs' occupational attainment levels (X_{12}): $r = +.42$. It is also instructive to learn that neither the youth's family's socioeconomic status (X_1) nor his own mental ability (X_4) are highly correlated with either his levels of educational and occupational aspiration (X_{11} and X_8), or his SOs' levels of educational and occupational expectations. These correlation coefficients range from $r = +.19$ (X_1 by X_8) to $r = +.36$ (X_4 by X_{19}).

But the main message of these data is that we can identify SOs and measure their expectations for the youth; when we do we find that, as social psychological theory predicts, the aspiration levels of a youth are substantially related to the expectations levels his significant others hold for him.

TABLE THIRTY

Correlation Among Significant Other Expectation Variables, Significant Other Attainment Variables, Youths' Aspiration Variables, and Selected Background and Performance Variables of Youth.

VARIABLE	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	X ₈	X ₉	X ₁₀	X ₁₁	X ₁₂	X ₁₃	X ₁₄	X ₁₅	X ₁₆	X ₁₇	X ₁₈	X ₁₉
X ₁ SES		.20	.22	.10	.18	.18	.14	.19	.28	.26	.30	.38	.23	.33	.24	.35	.30	.29	.31
X ₂ LEADACT	109		.57	.22	.41	.36	.31	.39	.42	.44	.45	.22	.06	.52	.43	.44	.41	.55	.51
X ₃ LEADER	109	109		.29	.44	.43	.31	.43	.51	.55	.57	.34	.16	.50	.34	.41	.51	.67	.62
X ₄ MA	105	105	105		.60	.26	.32	.33	.25	.33	.35	.23	-.06	.39	.26	.33	.34	.34	.36
X ₅ GPA	103	103	103	103		.39	.26	.38	.37	.47	.46	.27	.08	.58	.47	.50	.51	.54	.57
X ₆ RLOA	109	109	109	105	103		.50	.88	.49	.59	.61	.25	-.01	.61	.46	.58	.43	.51	.50
X ₇ ILOA	109	109	109	105	103	109		.84	.39	.48	.47	.25	.17	.43	.24	.34	.37	.44	.44
X ₈ TLOA	109	109	109	105	103	109	109		.52	.63	.63	.29	.08	.62	.42	.54	.47	.56	.55
X ₉ ILEA	109	109	109	105	103	109	109	109		.55	.87	.28	.26	.53	.39	.49	.53	.62	.60
X ₁₀ RLEA	109	109	109	105	103	109	109	109	109		.85	.38	.07	.67	.46	.54	.64	.74	.73
X ₁₁ TLEA	109	109	109	105	103	109	109	109	109	109		.42	.17	.67	.47	.58	.66	.76	.75
X ₁₂ XSOOL	67	67	67	65	63	67	67	67	67	67	67		.11	.35	.15	.23	.26	.34	.34
X ₁₃ XSOED	86	86	86	82	80	86	86	86	86	86	86	58		.13	.17	.14	.17	.29	.26
X ₁₄ RLOE	99	99	99	95	93	99	99	99	99	99	99	66	83		.76	.87	.74	.77	.80
X ₁₅ ILOE	99	99	99	95	93	99	99	99	99	99	99	66	83	99		.85	.66	.60	.67
X ₁₆ TLOE	99	99	99	95	93	99	99	99	99	99	99	66	83	99	99		.69	.66	.72
X ₁₇ ILEE	104	104	104	100	98	104	104	104	104	104	104	66	86	98	98	98		.76	.91
X ₁₈ RLEE	104	104	104	100	98	104	104	104	104	104	104	66	86	98	98	98	98	104	.95
X ₁₉ TLEE	104	104	104	100	98	104	104	104	104	104	104	66	86	98	98	98	98	104	104

*Computed with missing data. Correlation coefficients are on the right of the diagonal. Respective subject sample sizes are on the left. All nominal definitions are presented in table 30A, on the next page.

TABLE THIRTY A

Nominal Definitions of Variables on Table 30

X ₁	SES	Youth's family's socioeconomic status
X ₂	LEADACT	Youth's extracurricular activities
X ₃	LEADER	Youth's self-estimate of his leadership
X ₄	MA	Youth's mental ability (Hermon-Nelson test scores)
X ₅	GPA	Youth's grade point average in school
X ₆	RLOA	Youth's realistic level of occupational aspiration
X ₇	ILOA	Youth's idealistic level of occupational aspiration
X ₈	TLOA	Youth's level of occupational aspiration (sum of realistic and idealistic)
X ₉	ILEA	Youth's idealistic level of educational aspiration
X ₁₀	RLEA	Youth's realistic level of educational aspiration
X ₁₁	TLEA	Youth's level of educational aspiration (sum of realistic and idealistic)
X ₁₂	$\bar{X}$ SOOL	Significant others' average levels of occupational attainment (models and model-definers)
X ₁₃	$\bar{X}$ SOED	Significant others' average levels of educational attainment (models and model-definers)
X ₁₄	RLOE	Significant others' average realistic levels of occupational expectation for the youth (definers and definer-models only)
X ₁₅	ILOE	Significant others' average idealistic levels of occupational expectation for the youth (definers and model-definers only)
X ₁₆	TLOE	Significant others' average levels of occupational expectation for the youth (sum of realistic and idealistic definers and model-definers only)
X ₁₇	ILEE	Significant others' average idealistic levels of educational expectation for the youth (definers and model-definers only)
X ₁₈	RLEE	Significant others' average realistic levels of educational expectation for the youth (definers and model-definers only)
X ₁₉	TLEE	Significant others' average levels of educational expectation for the youth (sum of realistic and idealistic, definers and definer-models only)

3. Conclusions

(1) The Significant Other Elicitor of Wisconsin Significant Other Battery provides a reasonably valid, and reliable, and practicable method of identifying the particular people who function as significant others for any one youth.

(2) The Significant Other Expectation Elicitor of the Wisconsin Significant Other Battery provides a valid, reliable, and practicable method for measuring (a) the levels of educational and occupational expectations which definers SOs hold for a youth and (b) the levels of educational and occupational self-aspirations by which model SOs sometimes influence youth.

(3) As social psychological theory would predict, these variables, particularly the SO expectation variables, have substantial correlations with the levels of aspiration of youth.

The WISOB should therefore provide the necessary tools for beginning serious study of the role of significant others in educational and occupational attainment, and with appropriate modification, in other areas of life. These people provide the most meaningful sector of the environment of the individual. Presumably, aspirations and later attainments of youth may be influenced by adding significant others to the environment of the individual or by changing their expectations for him.

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GLOSSARY

Definitions

- Aspiration** An individual's orientation toward some future state. In this research, specifically an individual's orientation toward his own future level of educational and/or occupational attainment. Aspirations may be idealistic (what he would most like to attain) or realistic (what he actually expects to attain). As used in this research, aspiration includes both realistic and idealistic components. Aspiration is distinguished from expectation which we use to refer to the attitudes of another person toward the future educational and occupational attainment of some person. Expectations may also be realistic and/or idealistic, and, as used in this research, expectation contains both components.
- Attitude**.....The individual's conception of the relationship of the filter categories (q.v.) of which he thinks he is a member. An individual identifies objects by placing them into filter categories and identifies himself by placing himself into filter categories. His orientation toward objects (his attitude) is determined by his conception of the orientation of the filter categories into which he assigns those objects.
- "Choice" Measures**.....Those instruments in the WISOB which measure the degree of valuation a person places on a filter category or set of filter categories, e.g., "how important is education as a means of getting a better job?"
- Definer**.....A significant other who 1) holds expectations for a person and b) communicates those expectations to that individual via some symbolic medium such as language.
- Educational Significant Other Elicitor**.....An instrument or set of instruments within the WISOB which identifies the significant others who have educational expectations for any given individual.
- Expectation**.....See Aspiration

- Expectation Elicitors..** Those instruments in the WISOB which measure the expectations significant others hold about the educational and occupational attainments of individuals. Although the terminology is not perfectly apt (see aspiration), these instruments are also used to measure the aspirations of individuals. Included within the expectation elicitors are level measures (q.v.) and choice measures (q.v.).
- Extrinsic Function.....** A function not inherently part of a job but which can be served by almost any job (e.g., earn money, advancement, support family, etc.) or noneducational ends which education may serve (e.g., helps get a job, necessary to get ahead, etc.).
- Extrinsic Nature.....** Description of environment in which the direct activities occur, i.e., working conditions, or of things generally associated with the life of a student, i.e., academic environment.
- Filter Category.....** Any group of stimuli or objects which an individual conceives to be in some sense unitary or similar. These categories are called "filter" categories insofar as they exert a "filtering" influence on the individual's perception of its member objects.
- Influence Level.....** The amount of influence a significant other exercises over an individual, as measured by the WISOB SOE'S.
- Intrinsic Function.....** The purpose of a job and the reason it is done (e.g., healing people, building houses, bettering humanity, etc.) or the ends which are associated with education (e.g., improve thinking, gain knowledge and facts, self-development, etc.).
- Intrinsic Nature.....** Description of activities contributing directly to the work of a particular kind of job, or of activities which are essential to education as an object, i.e., academic work.
- Level of Aspiration....** A point, or limited range of points, on a continuum which a person defines as appropriate to himself.
- Level of Educational Aspiration.....** Level of aspiration which takes the educational hierarchy as its continuum of difficulty.
- Level of Occupational Aspiration.....** Level of aspiration which takes the occupational prestige hierarchy as its continuum of difficulty.
- "Level" Measures.....** Instruments in the WISOB which deal with the level of attainment to which an individual aspires, or which his significant others expect him to attain.

- Model.....A significant other who influences an individual by virtue of having some quality which ego observes, i.e., by example.
- Object.....An element of an attitude (q.v.) used in the general sense of "anything that can be designated or referred to."
- Occupational Significant Other Elicitor.....An instrument or set of instruments within the WISOB which identifies the significant others who have occupational expectations for any given individual.
- Protocol (interview procedure).....Interview procedure consisting of three major sections: Occupation, education, and self. Each section 1) specifies the object in question, 2) elicits the filter categories the individual uses for defining that object, and 3) elicits the models and definers for a) the object and b) each filter.
- Significant Other.....A person who influences an important attitude or a component of an attitude of another person.
- Significant Other Elicitor.....An instrument or set of instruments within the WISOB which identifies the significant others for any given individual.

Abbreviations

- EE.....Expectation Elicitor (q.v.)
- GPA.....Grade Point Average
- SES.....Socioeconomic Status
- SO(s).....Significant Other (q.v.)
- SOE(s).....Significant Other Elicitor (q.v.)
- WISOB.....The Wisconsin Significant Other Battery

APPENDIX A

Project Proposal

February 7, 1966

Grantee: University of Wisconsin Proposal No. 5-1170
Department of Rural Sociology US Office of Education
Department of Health, Education and Welfare
Principal Investigator: A. O. Haller

ADDENDUM

1. Title of Project

Revised Title: Construction and Standardization of Questionnaire Instruments to Measure the Educational and Occupational Expectations of "Significant Others" of Youth in the Final Year of Compulsory Education*

Former Title: The Relation Between Expectations of Others and Levels of Educational and Occupational Aspiration of Youth in the Final Year of Compulsory Education.

2. Importance to Vocational Education

In an imprecise way, it is known that "significant others" have a great deal to do with the educational and occupational plans of youth. They provide motivation by rewarding and punishing the efforts of youth, and they often control the resources available to them. Because we lack valid, reliable, and inexpensive ways to determine a) exactly who are the "significant others" of the individual youth, and b) what the expectations each has for the youth, we do not yet know in any precise way how to enlist the help of the "significant others" in making the plans of youth more consistent with the occupational realities they face.

By providing such information, the present project will pave the way for vocational educators and others to develop new approaches to educational programs, in which the expectations of "significant others" are usefully taken into account.

Moreover, by sampling disproportionately from the types of youth for whom vocational education is probably most useful (e.g. rural youth and those who are not able to go to college), the project will yield information on the educational and occupational expectations of "significant others" which will be especially relevant to those planning information programs regarding vocational education.

3. Concentration of Effort

In accord with the recommendations of the reviewing panel, emphasis is to be placed on Phases One and Two of the project. That is, the project will concentrate a) on using depth interviewers with selected youth and with samples of their "significant others"; and b) on developing valid, reliable and inexpensive questionnaire instruments to identify the relevant "significant others" of specific youth and to measure the educational and occupational expectations they hold for the youth.

* The change in title is a result of the change in emphasis. See 3 above.

4. Sampling

Sampling will be conducted in waves so that information gained from one attempt may be used to improve the next.

Wave 1. Depth Interviews with Wisconsin youth. This wave will use criteria of classification such as the following to generate cells; one young person will be selected (arbitrarily) to fit each cell. The tentative criteria are a) age-in-grade (over age vs. at age), b) sex (male vs. female), c) race (white vs. negro), d) area of residence (rural vs. urban), e) father's occupation (farm vs. blue collar vs. professional-executive). This generates 48 cells ($2 \times 2 \times 2 \times 2 \times 3 = 48$), and thus indicates that there will be 48 sample members. The objective of Wave 1 is to determine who are the "significant others" of the individual, how he views their expectations for him, and what is the range of variation among different categories of youth.

Wave 2. Depth interviews with "significant others." Interviews will then be held with about 50 of the "significant others" identified above. These will be selected purposefully so as to obtain a more or less balanced representation of a) the categories of youth (from Wave 1), and b) classes of relationship to the youth (e.g. "best friend": same vs. opposite sex; relatives: mother and father, other; other professionally-competent adult acquaintances: teachers, minister, etc.; counsellor.)

Wave 3. Pretest of questionnaire instruments for identifying significant others. A new sample, probably similar to the above, will then be selected to try out the questions (determined on the basis of Wave 1 interviews) proposed as ways of validly, reliably and inexpensively eliciting the individual's "significant others."

Wave 4. Pretest of Questionnaire Instruments for Measuring the Variables Describing "Significant Others" Expectations. Questions presumably eliciting appropriate expectation data will be determined from analyzing the Wave 2 depth interviews. These will be tried out experimentally on about 100 of the Wave 2 "significant others" not previously interviewed.

Waves 4a and b. Further pretesting. If the analysis of Wave 3 data indicates that further pretesting is needed, some of the "significant others" from Wave 2 who have not yet been interviewed, or those identified in Wave 3 may serve as additional samples.

Wave 5. Standardization sample. After the exact wording has been determined, a new sample of youth will be selected. The exact nature of the sample has yet to be decided, but it will probably consist of a proportionate sampling in high and low income urban and rural areas, attempting roughly to randomize selection of individuals within areas. The sample size of youth is expected to be about 100 and of "significant others" to be from 500-800.

5. Timing and budget (general considerations). The timing of the project has not been changed. It remains 18 months. This is because under the earlier plan much of the work of Phases One and Two would have been carried out concurrently with Phase Three, which has been dropped. The 18-month total Grant Fund Contribution to the budget, however, has been reduced by \$7,020.00, from \$65,287.00 to \$58,267.00.

BUDGET REQUIREMENTS

AMOUNT REQUIRED
(18 months)

(continued)

BUDGET REQUIREMENTS (Continued)

INDIRECT COSTS	AMOUNT REQUIRED (18 months)			
	First 12 months (9/15/66-9/14/67)		Last six months 9/15/67-3/14/68)	
	Grant Funds	Other Funds	Grant Funds	Other Funds
20% of \$38,961.00-----	\$ 7,792.00	-----	-----	-----
TOTAL FIRST YEAR (9/15/66-9/14/67)-----	46,753.00	\$14,250.00	-----	-----
20% of \$9,595.00-----	-----	-----	\$ 1,919.00	-----
TOTAL LAST SIX MONTHS (9/15/67-3/14/68)-----	-----	-----	11,514.00	\$ 8,475.00

GRAND TOTAL (18 months)

GRANT FUNDS-----\$58,267.00

OTHER FUNDS----- 22,725.00

GRAND TOTAL-----\$80,992.00

THE RELATION BETWEEN EXPECTATIONS OF OTHERS AND LEVELS OF
EDUCATIONAL AND OCCUPATIONAL ASPIRATION OF YOUTH IN THE
FINAL YEAR OF COMPULSORY EDUCATION

Applicant:

University of Wisconsin

Address:

Department of Rural Sociology
College of Agriculture
Madison, Wisconsin 53706

Telephone Number:

(608) 262-1516

Initiated by:

Archibald O. Haller, Professor
Department of Rural Sociology
University of Wisconsin
Madison, Wisconsin 53706
(608) 262-1516

Principal Investigator:

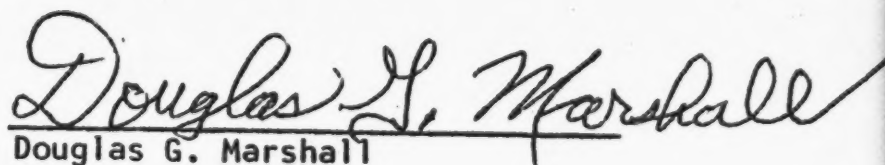
See above

Submitted by:

Douglas G. Marshall, Chairman

(Signed)


Archibald O. Haller


Douglas G. Marshall

Federal Funds Requested:

First year	\$47,787.60
Second year	17,500.00
TOTAL	65,287.60

Duration:

Beginning September 16, 1965; Ending March 15, 1967

Total number of months required: 18 months

Date Transmitted:

May 27, 1965

ABSTRACT

- A. Submitted By: Douglas G. Marshall, Chairman, Department of Rural Sociology, College of Agriculture, University of Wisconsin, Madison, Wis. 53706
Telephone: (608) 262-1516
- B. Principal Investigator: Archibald O. Haller, Professor of Rural Sociology, College of Agriculture, University of Wisconsin, Madison, Wis. 53706
Telephone: (608) 262-1516
- C. Title: The Relation Between Expectations of Others and Levels of Educational and Occupational Aspiration of Youth in the Final Year of Compulsory Education
- D. Objectives:
- a. To determine how to identify the persons ("significant others") who influence the levels of educational and occupational aspiration of youth;
 - b. To determine the variables which describe "significant others'" educational and occupational expectations for the individual young person;
 - c. To determine how to measure the individual's perception of the educational and occupational expectations "significant others" have for him;
 - d. To measure the correlation between the individual's levels of educational and occupational aspiration, the variables describing "significant others'" expectations for him, and his perception of "significant others'" expectations;
 - e. To determine, where feasible, the factors accounting for discrepancies between the individual's levels of educational and occupational aspirations, others' educational and occupational expectations for him, and his perception of "significant others'" expectations.
- E. Procedure:
- In Phase I (Exploration) depth interviews will be secured with a small sample of subjects to learn how to identify their "significant others", how they perceive the expectations these "others" have for the youth, and how the "others" view their expectations for the youth.

In Phase 2 (Instrumentation), questionnaire instruments will be selected or designed to measure levels of educational and occupational aspiration, identify "significant others", measure "others" educational and occupational expectations, and to measure perceptions of "others" educational and occupational expectations.

In Phase 3 (Analysis), a sample of perhaps 100-200 youth in the last year of compulsory education will be selected. The correlation among educational and occupational expectations, perception of educational and occupational expectations, and levels of educational and occupational aspiration, will be determined. If possible, the analysis will be extended to explore conditions under which the above correlations vary.

F. Time Schedule:

- Phase 1. Three months: September 16, 1965 - December 15, 1965.
- Phase 2. Six months: December 16, 1965 - June 15, 1966.
- Phase 3. Nine months: June 16, 1966 - March 15, 1967.

G. Budget:

Total Budget (9/16/65 - 3/15/1967)	\$84,453.60
TOTAL FEDERAL FUNDS REQUESTED (9/16/1965 - 3/15/1967) . . .	65,287.60
Total Budget (9/16/1965 - 9/15/1966)	61,953.00
TOTAL FEDERAL FUNDS REQUESTED (9/16/1965 - 9/15/1966) . . .	47,787.60
Total Budget (9/16/1966 - 3/15/1967) (est.)	22,500.00
TOTAL FEDERAL FUNDS REQUESTED (9/16/1966 - 3/15/1967) (est.)	17,500.00

THE RELATION BETWEEN EXPECTATIONS OF OTHERS AND LEVELS OF
EDUCATIONAL AND OCCUPATIONAL ASPIRATION: OF YOUTH IN THE
FINAL YEAR OF COMPULSORY EDUCATION

1. Problem:

For many years there has been a general increase in the proportion of occupations requiring specialized education and a decrease in the proportion having minimal education requirements. This, together with the large number of youth with little education, has led to a situation in which the greatest competition is for the poorest jobs. Educators and legislators have been seeking ways to alleviate the situation through the development of new educational policies. Similarly, for many years, social scientists have been studying the dynamics of individual differences in educational and occupational achievement. Recent research has shown that levels of educational and occupational aspiration are among the most important noneconomic factors involved in such differences.^{1/} In turn, the antecedent conditions of these variables have been studied in some detail,^{2/} so that eventually we may know exactly what factors control these variables. Among the whole range of variables influencing levels of educational and occupational aspirations, those offering the most promise for practical application are the influences brought to bear by other persons who are important to the individual.^{3/} Moreover, it appears that the individual's conceptions of the expectations (in the senses of normative prescriptions and proscriptions, as well as in the sense of behavior predictions) these "significant others" have for him are the most important immediate factors determining levels of aspiration. However, we do not know to what degree the person's conception of others' expectations is influenced by the expectations others have for him. Also, from a research point of view, we know that the concept "expectations" must be treated as being multidimensional, but we do not yet know exactly what these dimensions are or how to measure them. Finally, we do not yet have practicable ways to determine who are the "significant others."

1. Archibald O. Haller and I. W. Miller, The Occupational Aspiration Scale: Theory, Structure, and Correlates, East Lansing: Michigan Agr. Exp. Sta., Tech. Bull. 288, 1963, pp. 28-38, esp. 37-38; I. W. Miller and A. O. Haller, "A Measure of Level of Occupational Aspiration," Personnel and Guidance Journal, (January, 1964), pp. 448-455.
2. Haller and Miller, ibid., pp. 28-55; William H. Sewell, "Community of Residence and College Plans," American Sociological Review, 29 (February, 1964), pp. 24-38; William H. Sewell and Alan Orenstein, "Community of Residence and Occupational Choice," American Journal of Sociology, 70 (March, 1965), pp. 551-563.
3. Archibald O. Haller, "Occupational Choice Behavior of Farm Youth: Implications for Applied Research and Action," Manuscript submitted to the Journal of Farm Economics, May, 1965.

It is expected that the results of this research will be of practical use to educators who wish to help young people by drawing upon the forces already existing in the social environment of the individual. That is, one of the obstacles to breaking the cycle of poverty and inadequate education is the difficulty in reaching the young person in a way which is meaningful to him. It is hoped that the proposed research may help overcome this problem.

2. Related Research

Haller and Miller have reviewed the literature on indexes of levels of occupational aspiration and have devised, validated, and standardized one such instrument.⁴ In the literature there are several measures of levels of educational aspiration, all of which seem to be about equally valid and practicable. Gross et al. have shown in general how behavior expectations may be treated in educational research.⁵ Herriot has studied the correlation between the individual's level of educational aspiration and the level he imputes to others "like himself".⁶ His work is probably the most direct approach in the literature to the problem of the present research, but it fails to account for the objective influence of others' expectations on the individual's estimate of them, and, in any case, there is reason to believe that his index of levels of aspiration imputed to others may not be a valid measure of imputed influence.

-
4. Haller and Miller, op. cit., pp. 55-105; also see Miller and Haller, op. cit.
 5. Neal Gross et al., Explorations in Role Analysis, New York: John Wiley and Sons, Inc., 1958.
 6. Robert L. Herriot, "Factors Influencing the Educational Aspirations of Adolescents," Unpublished Ph.D. dissertation, Harvard University, Cambridge, Massachusetts, 1961. Also see his article "Some Social Determinants of Educational Aspiration," Harvard Educational Review 33 (1963) pp. 157-177.

3. Objectives:

- a. To determine how to identify the persons ("significant others") who influence the levels of educational and occupational aspirations of youth;
- b. To determine the variables which describe "significant others'" educational and occupational expectations for the individual young person;
- c. To determine how to measure the individual's perception of the educational and occupational expectations "significant others" have for him;
- d. To measure the correlation between the individual's levels of educational and occupational aspiration, the variables describing "significant others'" expectations for him, and his perception of "significant others'" expectations.
- e. To determine, where feasible, the factors accounting for discrepancies between the individual's levels of educational and occupational aspirations, others' educational and occupational expectations for him and his perception of "significant others'" expectations.

4. Procedures:

- a. General Design. This project is designed in three phases.

Phase 1: Exploration Phase. A small group of students in the last year of compulsory education will be interviewed intensively to determine how to identify the persons ("significant others") whom youth believe to be important to them and to gain insight into what youth perceive to be the variables describing the levels of educational and occupational expectation these people have for them. A purposive sample of "significant others" will also be interviewed to determine the way in which "others'" expectations vary from the point of view of the "others" themselves. Depth interviewing techniques will be used because experience has shown that people have difficulty in comprehending exactly how interpersonal influence operates, even though they are usually aware that such influences exist. This will require three months' time.

Phase 2: Instrumentation Phase. Based on the above and on previous literature, practicable questionnaire instruments will be selected or (where necessary) designed, standardized, and validated (a) to measure the individual's levels of educational and occupational aspirations, (b) to identify the "others" who have educational and occupational significance for him, (c) to measure "others'" educational and occupational expectations for the youth, and (d) to measure

the youth's perception of the levels of educational and occupational expectations others have for him. The resulting instruments will be administered to an appropriate sample of students in the last year of compulsory education and to their "significant others."

Phase 3: Analysis Phase. When the instruments have been developed, a sample of youth about (tentatively 100-200) in the last year of compulsory education will be selected (a) to determine the correlation among "significant others' " expectations, the youths' perception of their expectations, the educational and occupational aspirations of the youth, (b) to determine, where feasible, the factors influencing variations in these correlations, and (c) to write up the results. This phase will require nine months.

b. Population and samples. As indicated above, several types of samples will be used for various purposes. But in general the population with which we are ultimately concerned consists of youth in the last year of compulsory education in Wisconsin schools. Because we are concerned with the influence of others upon them, we cannot restrict our sampling to them, however, but will use them as a means for identifying the "others" of importance. The number of "others" cannot yet be estimated accurately, but it will probably average between four and eight per youth. Moreover, we shall select samples in three phases: the exploratory, consisting of perhaps 20-25 youth and their "educationally and occupationally significant others"; the instrumentation, consisting of from 75 to 100 youth and probably a sample of their "others"; and the analysis, consisting of 100-200 youth of the same age and all of their "significant others".

This research project is not aimed at accurately estimating specific population parameters, such as a certain mean, correlation, or variance of a population. To attempt this in the present project would be both unnecessary and prohibitively expensive. Rather, our aim is to determine how to obtain information on certain variables which are of theoretical and practical importance, and to determine within quite broad limits their correlation under relatively typical conditions in Wisconsin. We intend to do this in a way that will tell educators and others as well as educational research workers how to gain and use information concerning aspects of the youth's social environment in order to help motivate him to continue in school and to be a higher achiever in the job world.

c. Data and Instrumentation. At this stage we can only give the general description of types of data and methods of determining most of the instruments to be used. (The specific instrumentation is to be worked out in Phase 2.)

1. The Occupational Aspiration Scale^{7/}.
2. A validated, reliable index of level of educational aspiration (as yet to be determined).

7. A. O. Haller, The Occupational Aspiration Scale (a test), 1957.

3. An index of level of occupational expectations for another (to be developed).
4. An index of level of educational expectations for another (to be developed).
5. Questions designed to determine exactly who are the "educationally and occupationally significant others" of the youth (to be developed).
6. Questions designed to assign weights to each "significant other" according to the youth's estimate of the relative importance of each (to be developed).
7. Standard sociological data, e.g., social status, residence, parents' education. Standard instruments will be used where they are available.

d. Analysis. Standard methods of psychometric index construction, standardization, and validation will be used. It is anticipated that the final data will be presented at least in the form of pearsonian correlations of the youth's levels of educational and occupational aspiration with weighted means of the levels of expectation of the "significant others". But the analysis could become a great deal more complex than this, depending on what is learned in the early phases about the various ways others' expectations influence one's own aspirations.

e. Time Schedule.

Phase 1. Three months: September 16, 1965 - December 15, 1965.

Phase 2. Six months: December 16, 1965 - June 15, 1966.

Phase 3. Nine months: June 16, 1966 - March 15, 1967.

5. Personnel:

a. Principal Investigator: Archibald O. Haller, Professor of Rural Sociology, University of Wisconsin, Ph.D., 1954 (Wisconsin). Has conducted research on educational and occupational behavior of youth for several years, and has written several monographs and a number of journal articles and chapters in books on the general subject.

b. Project Assistant (tentative): Eugenio Fonseca, Professor of Sociology, University of Costa Rica (on leave). M.A. in sociology from the UNESCO Latin America Faculty of Social Sciences in Santiago, Chile, and further graduate work in sociology (social psychology and social stratification) at Michigan State University. He has published articles in social science journals on student behavior in Latin America

and on social stratification. Mr. Fonseca has spent about one year in special preparation to enable him to fill this research role. In this connection he has prepared a careful review of the state of knowledge as well as a conceptual analysis of the problem.

c. Consultants. (These are suggestive and tentative. They have not been contacted, nor will they be contacted until or unless the project proposed has been approved. However, each has advised or collaborated with the principal investigator or the Department on past research.)

(1) William H. Sewell, Ph.D., Vilas Research Professor of Sociology, University of Wisconsin. Professor Sewell has written many research publications on social psychological aspects of educational behavior.

(2) Neal Gross, Ph.D., Professor of Sociology, Harvard University Graduate School of Education. Professor Gross has published a number of works on education and on role expectations.

(3) Irwin W. Miller, Ph.D. in Sociology, social psychologist in general systems research, the MITRE Corporation, Bedford, Massachusetts. Dr. Miller co-authored a monograph and an article on levels of occupational aspiration, and has written other works.

(4) Chester Harris, Ph.D., Professor of Educational Psychology, University of Wisconsin. Professor Harris is a specialist in multivariate analysis.

(5) Charles Proctor, Ph.D., Professor of Statistics, North Carolina State College, Raleigh. Professor Proctor is a statistician who is thoroughly familiar with sociological problems, having taken his doctoral degree in the latter field.

(6) George Sledge, Ph.D. Assistant Dean of Agriculture, University of Wisconsin. Dean Sledge has studied educational and occupational behavior of youth for a number of years.

6. Facilities

The University of Wisconsin has an excellent data processing center, which includes all types of machines needed for analysis. Its Departments of Rural Sociology and Sociology have a large body of graduate students who can serve as research assistants in interviewing, coding, and processing data, and whose training can be advanced through the research.

The University has specialized personnel who can give advice on statistical, theoretical, and practical questions not already covered by regular project personnel or consultants.

Cooperation with selected Wisconsin schools will be needed. While no contacts have been initiated as yet for this particular project, the Departments of Rural Sociology and Sociology have had a close research relationship with the state's schools for many years and there is reason to believe that arrangements can be worked out with no difficulty.

7. Other Information

a. There is no support for the project from institutions other than the University of Wisconsin.

b. The proposal has not been submitted to any other agency or organization.

c. This is not an extension or addition to a program previously or currently supported by the Office of Education.

d. Neither this nor any similar proposal has been submitted to the Office of Education.

e. NOTE: This research proposal, like many others in universities, requires especially trained personnel who are deeply interested in the problem. We are fortunate that at this time Mr. Fonseca, who is such a man, is still on leave and has not committed himself to other work. Because he cannot long delay his decision, and because it is quite unlikely that another qualified person can be found, this proposal will probably be submitted only once.

8. Consideration by State Board for Vocational Education

This project has not yet been discussed with representatives of such a board. Because it aims to help determine lines of strategy for action rather than specific action programs, it seems premature to present it to such agencies at this time. As the project develops, representatives of the University will fully inform the Board.

9. BUDGET REQUIREMENTS, FIRST YEAR

AMOUNT REQUIRED FOR THE FIRST YEAR
(Sept. 15, 1965 - Sept. 15, 1966)
Grant Funds Applicant Funds

DIRECT COSTS

Personnel

	Time on Project	Per annum salary	
Principal Investigator	25%	\$18,000.00	
Project assistant	100%	7,200.00	\$4,500.00
Research assistant	50%	2,916.00	
Research assistant	50%	2,916.00	
Secretary	50%	5,000.00	
Project assistant (secretarial)	50%	2,916.00	
Consultants	3 man-days	(\$100.00/day)	

Supplies

Paper for questionnaires	500.00		250.00
Telephone costs	75.00		
Postage	50.00		
Typewriter (capital equipment)	500.00		
Calculator (fully automatic) (capital equipment)	1,100.00		
5 drawer file cabinet (capital equipment)	200.00		
Contingency			250.00

Services

Coding questionnaires (est. 1800 man-hours @ \$2.50/hour)	4,500.00		
Interviewers' wages (est. 360 man-days @ \$20.00/man-day)	7,200.00		
Clerical assistance -- 2500 hours @ \$1.50/hour	3,000.00		750.00
Computer rental -- 4 hours @ \$250.00/hour	1,000.00		
Computer personnel (including programming)	500.00		

Other

Travel mileage for interviewing (est. 80 mi/day/man-day, 360 man days @ \$.07/mi.	2,016.00		
Per diem for interviewing -- 360 man-days @ \$15.00/man-day	5,400.00		
Travel and per diem for consulting (including that for consultants and the principal investigator est. 5 trips @ \$150.00/trip	750.00		
Administrative costs (est. 2.5% time for Department Chairman, Dean of the College, Financial officers)			3,000.00
SUBTOTAL	\$40,123.00		\$14,166.00

BUDGET

Page 2

INDIRECT COSTS	<u>Grant Funds</u>	<u>Applicant Funds</u>
20% of \$38,323.00	\$ 7,664.60	
TOTAL	\$47,787.60 . . .	\$14,166.00

REQUIREMENTS BEYOND FIRST YEAR

Grant Period by each Additional Year or Fraction of a year	ESTIMATED AMOUNT REQUIRED (Sept. 15, 1966 - March 15, 1967)
(6 months) Sept. 16, 1966 - March 15, 1967	\$17,500.00 . . . \$ 5,000.00
Total	\$17,500.00 . . . \$ 5,000.00

10. Attachments

a. The development of appropriate instruments is one of the objectives of the proposed project. As indicated in Section 4a, we intend to use depth interviewing of a small number of people to determine the kinds of questions which will be needed to measure the variables. We will then, in Phase 2, need to submit a set of questions to a pre-test sample to determine the extent to which they measure the variables they purport to measure. Only when this task is completed will we know exactly what questions are going to finally be used.

It is not clear whether it will be useful to the Bureau of the Budget for the project to submit examples of the Phase 2 pre-test items but this will be done if the Office of Education deems it appropriate. In any case, the final questionnaire forms will be submitted to the Bureau in accordance with the Federal Reports Act of 1942.

b. This is not a revision of a previous draft.

APPENDIX B

The Wisconsin Significant Other Battery

Significant Other Elicitors

- General Instructions
- Student Identification Form
- Occupational Form A
- Occupational Form B (Research Only)
- Educational Form A
- Educational Form B (Research Only)
- Life Style Indicator (Research Only)

Expectation Elicitors

- Significant Other Identification Form E01
- Form 01 (Research Only)
- Form 02
- Form 03 (Research Only)
- Form 04 (male)
- Form 04 (female)
- Form 05 (Research Only)
- Form E1 (Research Only)
- Form E2
- Form E3 (Research Only)
- Form E4
- Form E5

GENERAL INSTRUCTIONS:

The University of Wisconsin and the United States Government, Office of Education are working together to find out what students think about occupations and education. We are here today to ask you some questions about yourself, what your plans are for the future, and what you consider important when thinking about jobs and education.

None of the questions have "right" or "wrong" answers. We are asking for your opinion. For this reason, we hope you will answer all the questions to the best of your ability.

Be sure you print your name on the envelop and on each questionnaire. Make sure the manilla envelop and each questionnaire have the same number.

Everyone does not have the same questionnaire. If you have any questions at any time, please raise your hand so we can help you.

At the end of the hour, put all forms back into the envelop for us to collect. Thank you.

STUDENT IDENTIFICATION FORM

Read each of the following questions carefully. Answer to the best of your ability.

There are several questions which refer to your parents. If for any reason you are not living with your parents, answer for the person who acts as your parent or guardian.

If you have any questions we have failed to answer, raise your hand so we can help you.

1. Your Name _____
2. Your Address _____
street or route city state
3. Sex (please check) ☐ male ☐ female
4. Date of your Birth _____ Age _____
day month year
5. Name of your High School _____
6. The Year you are in School (please check) ☐ junior ☐ senior
7. Today's Date _____
day month year
8. Your Father's Occupation: (or was, if dead or retired) (Specify the kind of work he does and not where he works.) _____
9. Your Mother's Occupation: (or was, if dead or retired) (Specify the kind of work she does and not where she works.) _____
10. The number of brothers and sisters you have is: (please circle)
0 1 2 3 4 5 6 or more
11. In terms of income or wealth of families in your community, do you think your family is:
☐ considerably above average ☐ average
☐ somewhat above average ☐ somewhat below average
☐ considerably below average

12. How far did your father and mother go in school? (check one for each)

Father

Mother

- ☐ less than 8 grades
☐ 8 grades
☐ 9-11 grades
☐ 12 grades
☐ some college
☐ college degree
☐ An advanced degree (Masters,
PhD, or professional such as
law or medicine)

☐
☐
☐
☐
☐
☐
☐

13. I live: (check one)

- ☐ on a farm.
☐ in the open country, but not on a farm.
☐ in a village under 2,500.
☐ in a town of 2,500 - 10,000.
☐ in a city over 10,000.

14. My father is engaged in the type of cocupation checked below.

- ☐ Office work (cashier, clerk, secretary, bookkeeper, etc.)
☐ Professional (doctor, lawyer, minister, teacher, etc.)
☐ Executive (manages large business, industry, firm, etc.)
☐ Factory worker (laborer, janitor, farm hand, etc.)
☐ Salesman (insurance, real estate, auto, store, etc.)
☐ Owns, rents, manages small business (store, station, newspaper,
cafe, etc.)
☐ Owns, rents, manages farm
☐ Other occupation (be specific) _____

15. How do you estimate the ability of your parents to help you go to college, if you desire to go?

- ☐ can easily afford it
☐ can afford it, but with much sacrifice
☐ cannot afford it
☐ I must work to help support the family

16. About how much could you or your family contribute to your college expenses next year (if you were going)?

- ☐ none
☐ less than \$500
☐ between \$1000 and \$1500
☐ between \$500 and \$1000
☐ all my expenses

GO BACK OVER THE QUESTIONS TO MAKE SURE YOU HAVE ANSWERED THEM TO THE
BEST OF YOUR ABILITY!

THE
WISCONSIN
SIGNIFICANT
OTHER
BATTERY
(Occupational Form A)

Student's Name _____

THE UNIVERSITY OF WISCONSIN
DEPARTMENT OF RURAL SOCIOLOGY

INSTRUCTIONS:

The following questionnaire is designed to help us learn who is important to you in helping you make your plans about your future. Under each question there are six lines. You are to print the full names of persons; their addresses, including street or route and city, if you know them (or where they can be found); their relationship to you (for example, mother, father, best friend, teacher, etc.); and their occupation (such as doctor, student, etc.).

SAMPLE QUESTION

1. Who have you talked to about the kind of car you should buy?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
<u>GEORGE CLIN</u>	<u>15 LINDEN, MADISON</u>	<u>FATHER</u>	<u>ARMY SGT.</u>
<u>Joseph Williams</u>	<u>724 Dayton, Madison</u>	<u>FRIEND</u>	<u>SOCIAL SCIENTIST</u>
<u>Betty Schultz</u>	<u>Regent St, Madison</u>	<u>TEACHER</u>	<u>H.S. Teacher</u>
<u>Ed FINDER</u>	<u>42nd St, N.Y.C.</u>	<u>FATHER'S FRIEND</u>	<u>ENTERTAINER</u>
<u>MARCIA Valman</u>	<u>Blount, Madison</u>	<u>FRIEND</u>	<u>STUDENT</u>
<u>ARCHIBALD Hellman</u>	<u>Route 3, ^{EAST} LANSING MICH.</u>	<u>FRIEND</u>	<u>PRODUCER</u>

Some of the questions may seem the same to you, but they really are different. Even so, some may have the same answer. You may want to use the same names over and over. This is perfectly all right. Be careful, though. Make sure a name really belongs there before you write it down. You do not need to repeat the addresses, relationships, and occupations for names listed more than once.

If you have any questions while you are writing, please raise your hand so we can help you. Work as rapidly as possible, but make sure you answer all questions.

1. There are four important things that people usually think about when they are considering a career: 1) What kind of work you do (for example, farming, building, treating patients, typing, and so forth); 2) The kinds of working conditions (for example, working with other people or alone, indoors or out-doors, and so forth); 3) What purposes the job serves (for example, helping people, growing crops, advancing science, and so forth); and 4) What benefits the job has for you (for example, salary, social position, free time, etc.).

A). Who have you talked to about the kind of work that different jobs require?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

B). Who have you talked to about the working conditions you might find on different jobs?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

C). Who have you talked to about the purposes of different kinds of jobs?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

D). Who have you talked to about the benefits (salary, social position, etc.) of different kinds of jobs?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

Who do you know who has had any of the kinds of jobs you have thought about, and has been an example of

- 1) The kind of work jobs like these require? .

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 2) The kind of working conditions jobs like these have?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 4) The purposes the jobs like these have?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 5) The kinds of benefits (salary, social position, etc.) these jobs give?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

4

2. We know that all people are different. Some people are better suited than others for different kinds of work, different kinds of working conditions, different kinds of purposes (for example, helping people, and so forth), and different kinds of benefits (salaries, social position, etc.). This question wants to know how you made up your mind what kinds of work, working conditions, purposes and benefits are right for you.

A) Who have you spoken with about what kinds of work are right for you?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

B) Who have you spoken with about what kinds of working conditions are right for you?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

C) Who have you spoken with about what kinds of purposes (building, helping people, writing, etc.) are right for you?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

D) Who have you spoken with about what kinds of salary, social position, and so forth, are right for you?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 1) Who do you know who is like you are in being Suited for the same kinds of work?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 2) Who do you know who is like you are in being suited for the same kinds of working conditions?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 3) Who do you know who is like you are in being suited for jobs with the same purposes?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 4) Who do you know who is like you are in being suited for jobs with the same kinds of salary, social position, and so forth?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

GO BACK AND LOOK OVER YOUR LIST OF NAMES. IF THERE ARE NAMES WHICH SHOULD NOT BE THERE, CROSS THEM OUT. IF THERE ARE NAMES WHICH SHOULD BE THERE, PUT THEM IN.

BE SURE THAT YOU HAVE PROVIDED ALL YOU KNOW ABOUT THE ADDRESSES, RELATIONSHIPS TO YOU, AND THE OCCUPATIONS OF THOSE PEOPLE YOU HAVE NAMED.

IF YOU ARE SURE THAT YOU HAVE NOT TALKED TO ANYONE ABOUT THE SUBJECT IN QUESTION OR DO NOT KNOW ANYONE WHO IS SIMILAR, WRITE NO ONE IN THE BLANK SPACE.

THANK YOU!

RESEARCH ONLY

THE
WISCONSIN
SIGNIFICANT
OTHER
BATTERY
(occupational Form B)

Student's Name _____

THE UNIVERSITY OF WISCONSIN
DEPARTMENT OF RURAL SOCIOLOGY

RESEARCH ONLY

INSTRUCTIONS:

The following questionnaire is designed to help us learn what you think is important and who has helped you decide what you think is important. You are to print the full names of persons; their addresses, including street or route and city, (or where they can be found); their relationship to you (for example, mother, father, best friend, teacher, etc.); and their occupation (such as doctor, student, secretary).

SAMPLE QUESTION

1. How important do you think having a car is? (circle your answer)

1	2	3	4	5
very	unimportant	somewhat important	important	very important

- A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
JOSEPH WILLIAMS	734 DAYTON, MADISON	FRIEND	SOCIAL SCIENTIST
ED FINDER	42 nd ST, N.Y.C.	FATHER'S FRIEND	ENTERTAINER
BETTY SCHULZ	REGENTS, MADISON	TEACHER	H.S. TEACHER

- B. Who do you know who has a car?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
ARCHIBALD HELLMAN	ROUTE 3, EAST LANSING	FRIEND	PRODUCER
MARCIA VALMAN	BLOUNT, MADISON	FRIEND	STUDENT
GEORGE OLIN	15 LINDEN, MADISON	FATHER	ARMY SGT.

Some of the questions may seem the same to you, but they really are different. Even so, some may have the same answers. You may want to use the same names over and over. This is perfectly all right. Be careful, though. Make sure a name really belongs there before you write it down. You do not need to repeat the addresses, relationship, and occupation for names listed more than once.

If you have any questions while you are writing, please raise your hand so we can help you. Work as rapidly as possible, but make sure you answer all questions.

I. Different kinds of jobs involve different kinds of work. What do you think is important about different kinds of work?

(check as many as you like)

- ☐ 1. The work should be interesting.
- ☐ 2. The work should be challenging.
- ☐ 3. The work should be fun to do.
- ☐ 4. The work should be important.
- ☐ 5. The work should match a person's ability.

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who has a job like that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

II. How well suited are you for the kinds of work you checked in Question One?

(circle one)

1	2	3	4	5
not at all suited	not very well suited	somewhat suited	pretty well suited	very well suited

A. Who have you talked to about how well suited you are for these kinds of work?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who is about as well suited as you are for these kinds of work?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. Different kinds of jobs have different kinds of working conditions. What do you think is important about different kinds of working conditions?

(check as many as you like)

- ☐ 1. The work should be done indoors.
- ☐ 2. The work should be done around other people.
- ☐ 3. The work should be done around animals.
- ☐ 4. The work should allow free time to do other things.
- ☐ 5. The work should be done without too much pressure.
- ☐ 6. Other _____

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who has a job with these kinds of working conditions?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. How well suited are you for the kinds of working conditions you checked in Question three?

(circle one)

1

2

3

4

5

not at
all

not very
much

somewhat

pretty well

very well

A. Who have you talked to about how well suited you are for the kinds of working conditions you checked?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who is about as well suited as you are for these kinds of working conditions?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

V. Different kinds of jobs have different kinds of purposes. What do you think is important about the purposes of different jobs?

(check as many as you like)

- ___ 1. The job should deal with some product, as in manufacturing, building, etc.
- ___ 2. The job should deal with people, like an executive, doctor, social worker, teacher.
- ___ 3. The job should deal with events, like a reporter, photographer, etc.
- ___ 4. The job should deal with abstract things, like justice, mathematics, theories, etc.
- ___ 5. The job should deal with clerical things, like typing, filing, etc.
- ___ 6. Other _____

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who has a job with a purpose of purposes like that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VI. How well suited are you for the kinds of purposes you checked in Question 5?

(circle one)

1	2	3	4	5
not at all	not very well	somewhat	pretty well	very well

A. Who have you talked to about how well you are suited for these kinds of purposes?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who is about as well suited as you are for these kinds of purposes?

FULL NAME	ADDRESSES	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VII. Different kinds of jobs provide different kinds of benefits.
What do you think is important about different kinds of benefits?

(check as many as you like)

- ☐ 1. The job should pay a good salary.
- ☐ 2. The job should provide a good social position.
- ☐ 3. The job should gain the respect of other people.
- ☐ 4. The job should provide security.
- ☐ 5. The job should provide the person with the things
he wants in life.

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who has a job with the kinds of benefits you checked?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VIII. How well suited are you for the kinds of benefits you checked
in Question 7?

(circle one)

1	2	3	4	5
not at all	not very well	somewhat	pretty well	very well

A. Who have you talked to about how well suited you are for these
kinds of benefits?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who is about as well suited as you are for these
kinds of benefits?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GO BACK AND LOOK OVER YOUR LIST OF NAMES. IF THERE ARE NAMES WHICH SHOULD NOT BE THERE, CROSS THEM OUT. IF THERE ARE NAMES WHICH SHOULD BE THERE, PUT THEM IN.

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IF YOU ARE SURE THAT YOU HAVE NOT TALKED TO ANYONE ABOUT THE SUBJECT IN QUESTION OR DO NOT KNOW ANYONE WHO IS SIMILAR, WRITE NO ONE IN THE BLANK SPACE.

THANK YOU!

THE
WISCONSIN
SIGNIFICANT
OTHER
BATTERY
(Educational Form A)

Student's Name _____

THE UNIVERSITY OF WISCONSIN
DEPARTMENT OF RURAL SOCIOLOGY

INSTRUCTIONS:

The following questionnaire is designed to help us learn who is important to you in helping you make your plans about your future. Under each question there are six lines. You are to print the full names of persons; their addresses, including street or route and city, if you know them (or where they can be found); their relationship to you (for example, mother, father, best friend, teacher, etc.); and their occupation (such as doctor, student, etc.).

SAMPLE QUESTION

1. Who have you talked to about the kind of car you should buy?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
<u>GEORGE CLIN</u>	<u>15 LINCOLN, MADISON</u>	<u>FATHER</u>	<u>ARMY SGT.</u>
<u>Joseph Williams</u>	<u>724 Dayton, Madison</u>	<u>FRIEND</u>	<u>SOCIAL SCIENTIST</u>
<u>Betty Schultz</u>	<u>Regent St, Madison</u>	<u>TEACHER</u>	<u>H.S. Teacher</u>
<u>Ed FINDER</u>	<u>42nd St, N.Y.C.</u>	<u>FATHER'S FRIEND</u>	<u>ENTERTAINER</u>
<u>MARCIA Valman</u>	<u>Blount, Madison</u>	<u>FRIEND</u>	<u>STUDENT</u>
<u>ARCHIBALD Hellman</u>	<u>Route 3, EAST LANSING MICH.</u>	<u>FRIEND</u>	<u>PRODUCER</u>

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If you have any questions while you are writing, please raise your hand so we can help you. Work as rapidly as possible, but make sure you answer all questions.

I. Education after high school is often considered important for different reasons. Some people believe it is important for success in later life. Some think it develops you as an individual. Others because of the experience of learning itself. And others because of the experience of the social life at school.

WHO HAVE YOU TALKED TO ABOUT

A) Education beyond high school as important for success in life?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

WHO HAVE YOU TALKED TO ABOUT

B) Education beyond high school as important for personal development?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

WHO HAVE YOU TALKED TO ABOUT

C) The kind of work that one does in school after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

WHO HAVE YOU TALKED TO ABOUT

D) The social life at school (such as meeting teachers, other students, sports, dating) after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

1. Who do you know who has tried to achieve success through education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

2. Who do you know who has tried to develop himself as a person through education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

3. Who do you know who has experienced the work involved in education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

4. Who do you know who has experienced the social life of education after high school such as meeting teachers, other students, extra-curricular activities, dating, etc?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

2. We know that people are different. Some people have the skills, abilities and desires for school work, some people are the kind who fit well into the social life of education, some people are able to achieve success in later life by going to school, and some become better persons by going to school.

- A. Who has spoken to you about yourself as having or not having the skills, abilities, or desires needed for school work beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- B. Who has spoken to you about yourself as being the kind of person who would or would not fit in well with the outside activities and social life of education after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- C. Who has spoken to you about yourself as being the kind of person who is able or not able to become a success in later life by going beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- D. Who has spoken to you about yourself as being able or not being able to become a better person through education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

1. Who do you know who is like you are in having or not having the skills, abilities, or desires for school work beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

2. Who do you know who is like you are in being the kind of person who would or would not fit in well with the outside activities and social environment of education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

3. Who do you know who is like you are in being the kind of person who is able or not able to become a success in later life by going beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

4. Who do you know who is like you are in being able or not being able to become a better person through education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

GO BACK AND LOOK OVER YOUR LIST OF NAMES. IF THERE ARE NAMES WHICH SHOULD NOT BE THERE, CROSS THEM OUT. IF THERE ARE NAMES WHICH SHOULD BE THERE, PUT THEM IN.

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IF YOU ARE SURE THAT YOU HAVE NOT TALKED TO ANYONE ABOUT THE SUBJECT IN QUESTION OR DO NOT KNOW ANYONE WHO IS SIMILAR, WRITE NO ONE IN THE BLANK SPACE.

THANK YOU!

RESEARCH ONLY

THE
WISCONSIN
SIGNIFICANT
OTHER
BATTERY
(educational Form B)

Student's Name _____

THE UNIVERSITY OF WISCONSIN
DEPARTMENT OF RURAL SOCIOLOGY

RESEARCH ONLY

INSTRUCTIONS:

The following questionnaire is designed to help us learn what you think is important and who has helped you decide what you think is important. You are to print the full names of persons; their addresses, including street or route and city, (or where they can be found); their relationship to you (for example, mother, father, best friend, teacher, etc.); and their occupation (such as doctor, student, secretary).

SAMPLE QUESTION

1. How important do you think having a car is? (circle your answer)

1	2	3	4	5
very	unimportant	somewhat important	important	very important

- A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
JOSEPH WILLIAMS	734 DAYTON, MADISON	FRIEND	SOCIAL SCIENTIST
ED FINDER	42 nd ST., N.Y.C.	FATHER'S FRIEND	ENTERTAINER
BETTY SCHULZ	REGENTS, MADISON	TEACHER	H.S. TEACHER

- B. Who do you know who has a car?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
ARCHIBALD HELLMAN	ROUTE 3, EAST LAUSING	FRIEND	PRODUCER
MARCIA VALMAN	ELOWANT, MICH. MADISON	FRIEND	STUDENT
GEORGE OLIN	15 LINDEN, MADISON	FATHER	ARMY SGT.

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If you have any questions while you are writing, please raise your hand so we can help you. Work as rapidly as possible, but make sure you answer all questions.

I. How important do you think education beyond high school is to success in life (that is, as a way of getting a better job, more advanced social position, and so forth?) (circle one)

1	2	3	4	5
very unimportant	unimportant	somewhat important	important	very important

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who became a success or failure after going on to school past high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

II. Do you think education beyond high school makes people better persons? (makes people mature, improves people's ability to think etc.)
(circle your choice)

1	2	3	4	5
no, not at all	not too much	some	pretty much	yes, very much

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who became a better person (or tried to) by going to school past high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. What do you think the work would be like if you were to go on to school after high school?

(check as many as you like)

- ☐ 1. It would require intelligence.
- ☐ 2. It would be hard.
- ☐ 3. It would mean working on your own.
- ☐ 4. It would be interesting.
- ☐ 5. It would not be like high school.
- ☐ 6. Other _____

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who went on to school after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. If you were to go on to school after high school, what do you think the social life there would be like?

(check as many as you like)

- ☐ 1. It would be fun.
- ☐ 2. It would be interesting.
- ☐ 3. I would have many friends.
- ☐ 4. It would be too strict.
- ☐ 5. Other _____

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who experienced the social life of school after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- V. How much do you think you have the skills, abilities, and desires necessary for school work beyond high school? (For example, are you a good student, intelligent, a hard worker, self-disciplined, interested in school, etc.)

(circle your answer)

1	2	3	4	5
not at all	not very much	somewhat	pretty much	very much

- A. Who have you talked to about your skills, abilities, and desires for school work past high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- B. Who do you know who has about the same level of skills, abilities, and desires for school work past high school as you do?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VI. How much do you think you are the kind of person who would fit in the social life of school after high school?
(for example, do you like to have a good time, be around people, have a nice personality, enjoy sports, are you pleasant, interesting, athletic, etc.)

(circle one)

1	2	3	4	5
not at all	not very much	somewhat	pretty much	very much

A. Who have you talked to about how well you would fit into the social life of school after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who would fit in to the social life of school after high school about as well as you would?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VII. How much do you think you are the kind of person who could achieve success by going to school past high school? (for example, are you ambitious, do you try hard to do what you want, are you trying to get ahead and so forth?)

(Circle one)

1	2	3	4	5
not at all	not very much	somewhat	pretty much	very much

A. Who have you talked to about how school after high school could help you achieve success in later life?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who could be helped or not helped by education past high school to achieve success about as much as you could?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VIII. How much do you think education after high school could help to make you a better person? (for example, improve yourself, learn more, become more active, more interesting, and so forth)

(circle one)

1	2	3	4	5
not at all	not very much	somewhat	pretty much	very much

A. Who have you talked to about how much education after high school would help make you a better person?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know that could be helped or not helped to become a better person about as much as you could by education after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GO BACK AND LOOK OVER YOUR LIST OF NAMES. IF THERE ARE NAMES WHICH SHOULD NOT BE THERE, CROSS THEM OUT. IF THERE ARE NAMES WHICH SHOULD BE THERE, PUT THEM IN.

BE SURE THAT YOU HAVE PROVIDED ALL YOU KNOW ABOUT THE ADDRESSES, RELATIONSHIPS TO YOU, AND THE OCCUPATIONS OF THOSE PEOPLE YOU HAVE NAMED.

IF YOU ARE SURE THAT YOU HAVE NOT TALKED TO ANYONE ABOUT THE SUBJECT IN QUESTION OR DO NOT KNOW ANYONE WHO IS SIMILAR, WRITE NO ONE IN THE BLANK SPACE.

THANK YOU!

RESEARCH ONLY

THE
WISCONSIN
LIFE
STYLE
INDICATOR

Student's Name _____

THE UNIVERSITY OF WISCONSIN
DEPARTMENT OF RURAL SOCIOLOGY

RESEARCH ONLY

I. A. Who have you talked to about drinking for people who are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I. B. Who have you talked to about smoking for people who are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

II. A. Who do you know who is of legal age who uses alcohol?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

II. B. Who do you know who is of legal age who smokes?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. A. Who have you talked to about whether or not you should drink when you are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. B. Who have you talked to about whether or not you should smoke when you are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. A. Who do you know who is like you are in being the kind of person who will drink or not drink when you are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. B. Who do you know who is like you are in being or not being the kind of person who will drink or not drink when you are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SIGNIFICANT OTHER IDENTIFICATION FORM

E01

Read each of the following questions carefully. Answer to the best of your ability. Please print.

1. Your Name _____
2. Your Address _____
 No. Street or Route City State
3. Sex (Please check) _____ male _____ female
4. Date of your birth _____
 day month year Age _____
5. Employment status (Please check) _____ employed
 _____ unemployed
 _____ retired
 _____ housewife
6. Your occupation (Specify the kind of work you do and not where you work) _____

7. In terms of your income or wealth of families in your community, do you think your family is:
 _____ considerably above average _____ average
 _____ somewhat above average _____ somewhat below average
 average
 _____ considerably below average
 below average
8. How far did you go in school?
 _____ less than 8 grades
 _____ 8 grades
 _____ 9-11 grades
 _____ 12 grades
 _____ some college
 _____ college degree
 _____ an advanced degree (masters, PhD, or professional such as law or medicine)

9. The year you are in school (if applicable)

_____ freshman

_____ sophomore

_____ junior

_____ senior

10. Name of your school (Specify type, i.e. high school, trade school, college, etc, in addition to name) _____

11. I live (check one)

_____ on a farm

_____ in the open country, but not on a farm

_____ in a village under 2.500

_____ in a town of 2.500 - 10.000

_____ in a city over 10.000

12. I am engaged in the type of occupation checked below:

_____ office work (cashier, clerk, secretary, bookkeeper, etc.).

_____ professional (doctor, lawyer, minister, teacher, etc.)

_____ executive (manage large business, industry, firm, etc.)

_____ factory worker (laborer, janitor, farm hand, etc.)

_____ salesman (insurance, real estate, auto, store, etc.).

_____ owns, rents, manages farm

_____ other occupation (be specific) _____

GO BACK OVER THE QUESTIONS TO MAKE SURE YOU HAVE ANSWERED THEM TO THE BEST OF YOUR ABILITY!.

01

RESEARCH ONLY

OEG-3-051170-1992

ODO; OMO

332 B

INSTRUCTIONS:

The following questions are about occupations in general.
Answer each question to the best of your ability. DO NOT SKIP ANY,
EVEN IF YOU MUST GUESS.

1. How important do you think it is to have a job which requires a certain KIND OF WORK (such as farming, building, treating patients, typing, etc.)? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

2. How important do you think WORKING CONDITIONS are to a GOOD JOB?
(circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

3. How important do you think the PURPOSE of a job (such as helping people, growing crops, advancing science, helping the country, etc.) is to making a job a GOOD JOB? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

4. How important are the BENEFITS (salary, social position, etc.) of a job in making it a GOOD JOB? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

RESEARCH ONLY

INSTRUCTIONS:

This set of questions concerns your interest in different kinds of jobs. There are eight questions. You are to check ONE job in EACH question. Make sure it is the BEST ANSWER you can give to this question.

Read each question carefully. They are all different. Answer all questions the best you can. Do not omit any, EVEN IF YOU MUST GUESS.

Question 1. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SURE YOU COULD GET?

1. _____ Lawyer
2. _____ Welfare worker for a city government
3. _____ United States representative in Congress
4. _____ Corporal in the Army
5. _____ United States Supreme Court Justice
6. _____ Night watchman
7. _____ Sociologist
8. _____ Policeman
9. _____ County agricultural agent
10. _____ Filling station attendant

Question 2. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

1. _____ Member of the board of directors of a large corporation
2. _____ Undertaker
3. _____ Banker
4. _____ Machine operator in a factory
5. _____ Physician (doctor)
6. _____ Clothes presser in a laundry
7. _____ Accountant for a large business
8. _____ Railroad conductor
9. _____ Railroad engineer
10. _____ Singer in a night club

Question 3. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SURE YOU COULD GET?

1. _____ Nuclear physicist
2. _____ Reporter for a daily newspaper
3. _____ County judge
4. _____ Barber
5. _____ State governor
6. _____ Soda fountain clerk
7. _____ Biologist
8. _____ Mail carrier
9. _____ Official of an international labor union
10. _____ Farm hand

Question 4. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

1. _____ Psychologist
2. _____ Manager of a small store in a city
3. _____ Head of a department in state government
4. _____ Clerk in a store
5. _____ Cabinet member in the federal government
6. _____ Janitor
7. _____ Musician in a symphony orchestra
8. _____ Carpenter
9. _____ Radio announcer
10. _____ Coal miner

Question 5. If you were 30 YEARS OLD, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SURE YOU COULD GET?

1. _____ Civil engineer
2. _____ Bookkeeper
3. _____ Minister or Priest
4. _____ Streetcar motorman or city bus driver
5. _____ Diplomat in the United States Foreign Service
6. _____ Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
7. _____ Author of novels
8. _____ Plumber
9. _____ Newspaper columnist
10. _____ Taxi driver

Question 6. If you were 30 YEARS OLD, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

1. _____ Airline pilot
2. _____ Insurance agent
3. _____ Architect
4. _____ Milk route man
5. _____ Mayor of a large city
6. _____ Garbage collector
7. _____ Captain in the Army
8. _____ Garage mechanic
9. _____ Owner-operator of a printing shop
10. _____ Railroad section hand

Question 7. If you were 30 YEARS OLD, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SURE YOU COULD GET?

1. _____ Artist who paints pictures that are exhibited in galleries
2. _____ Traveling salesman for a wholesale concern
3. _____ Chemist
4. _____ Truck driver
5. _____ College professor
6. _____ Street sweeper
7. _____ Building contractor
8. _____ Local official of a labor union
9. _____ Electrician
10. _____ Restaurant waiter

Question 8. If you were 30 YEARS OLD, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

1. _____ Owner of a factory that employs about 100 people
2. _____ Playground director
3. _____ Dentist
4. _____ Lumberjack
5. _____ Scientist
6. _____ Shoeshiner
7. _____ Public school teacher
8. _____ Owner-operator of a lunch stand
9. _____ Trained machinist
10. _____ Dock worker

INSTRUCTIONS:

We know that all people are different. Some people are better suited than others for different kinds of work, different kinds of working conditions, different kinds of purposes (for example, helping people, and so forth), and different kinds of benefits (salaries, social position, etc.). This question wants to know how you made up your mind what kinds of work, working conditions, purposes and benefits are right for you.

Please answer the following questions to the best of your ability.
DO NOT LEAVE ANY OUT, EVEN IF YOU MUST GUESS.

1. How important do you think it is for you to have a job which requires a certain KIND OF WORK (such as farming, building, treating patients, typing, etc.)? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

2. How important are the WORKING CONDITIONS of a JOB for you? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

3. How important do you think the PURPOSE of a job (such as helping people, growing crops, advancing science, helping the country, etc.) is to making a job a GOOD JOB for YOU? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

4. How important are the BENEFITS (salary, social position, etc.) of a job in making it a GOOD JOB for YOU? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

04 (male)

OEG-3-051170-1992

OEDm

331 male

INSTRUCTIONS

This set of questions concerns your interest in different kinds of jobs for _____.

There are eight questions. You are to check ONE job in EACH question. Make sure it is the BEST ANSWER you can give to this question.

Read each question carefully. They are all different. Do not omit any, EVEN IF YOU MUST GUESS.

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE HE CAN GET when his SCHOOLING IS OVER?

1. _____ Lawyer
2. _____ Welfare worker for a city government
3. _____ United States representative in Congress
4. _____ Corporal in the Army
5. _____ United States Supreme Court Justice
6. _____ Night watchman
7. _____ Sociologist
8. _____ Policeman
9. _____ County agricultural agent
10. _____ Filling station attendant

Question 2. Of the jobs listed in this question, which ONE would you most like to see him have if he were FREE TO CHOOSE ANY of them he wished when his SCHOOLING IS OVER?

1. _____ Member of the board of directors of a large corporation
2. _____ Undertaker
3. _____ Banker
4. _____ Machine operator in a factory
5. _____ Physician (doctor)
6. _____ Clothes presser in a laundry
7. _____ Accountant for a large business
8. _____ Railroad conductor
9. _____ Railroad engineer
10. _____ Singer in a night club

331 male

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE HE CAN GET when his SCHOOLING IS OVER?

1. _____ Nuclear physicist
2. _____ Reporter for a daily newspaper
3. _____ County judge
4. _____ Barber
5. _____ State governor
6. _____ Soda fountain clerk
7. _____ Biologist
8. _____ Mail carrier
9. _____ Official of an international labor union
10. _____ Farm hand

Question 4. Of the jobs listed in this question, which ONE would you most like to see him have if he were FREE TO CHOOSE ANY of them he wished when his SCHOOLING IS OVER?

1. _____ Psychologist
2. _____ Manager of a small store in a city
3. _____ Head of a department in state government
4. _____ Clerk in a store
5. _____ Cabinet member in the federal government
6. _____ Janitor
7. _____ Musician in a symphony orchestra
8. _____ Carpenter
9. _____ Radio announcer
10. _____ Coal miner

Question 5. Of the jobs listed in this question, which is the BEST ONE you are sure he can get by the time he is 30 YEARS OLD?

1. _____ Civil engineer
2. _____ Bookkeeper
3. _____ Minister or Priest
4. _____ Streetcar motorman or city bus driver
5. _____ Diplomat in the United States Foreign Service
6. _____ Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
7. _____ Author of novels
8. _____ Plumber
9. _____ Newspaper columnist
10. _____ Taxi driver

Question 6. Of the jobs listed in this question, which ONE would you like to see him have when he is 30 YEARS OLD, if he were FREE TO CHOOSE ANY of them he wished?

1. _____ Airline pilot
2. _____ Insurance agent
3. _____ Architect
4. _____ Milk route man
5. _____ Mayor of a large city
6. _____ Garbage collector
7. _____ Captain in the army
8. _____ Garage mechanic
9. _____ Owner-operator of a printing shop
10. _____ Railroad section hand

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE HE CAN HAVE by the time he is 30 years old?

1. _____ Artist who paints pictures that are exhibited in galleries
2. _____ Traveling salesman for a wholesale concern
3. _____ Chemist
4. _____ Truck driver
5. _____ College professor
6. _____ Street sweeper
7. _____ Building contractor
8. _____ Local official of a labor union
9. _____ Electrician
10. _____ Restaurant waiter

Question 8. Of the jobs listed in this question, which ONE would you like to see him have when he is 30 YEARS OLD, if he were FREE TO HAVE ANY of them he wished?

1. _____ Owner of a factory that employs about 100 people
2. _____ Playground director
3. _____ Dentist
4. _____ Lumberjack
5. _____ Scientist
6. _____ Shoeshiner
7. _____ Public school teacher
8. _____ Owner-operator of a lunch stand
9. _____ Trained machinist
10. _____ Dock worker

04(female)

OEG-3-051170-1992

OEDF

331 female

INSTRUCTIONS:

This set of questions concerns your interest in different kinds of jobs for _____

There are eight questions. You are to check ONE job in EACH question. Make sure it is the BEST ANSWER you can give to this question.

Read each question carefully. They are all different. Do not omit any, EVEN IF YOU MUST GUESS.

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE SHE CAN GET when her SCHOOLING IS OVER?

1. _____ Lawyer
2. _____ Welfare worker for a city government
3. _____ United States representative in Congress
4. _____ Corporal in the Army
5. _____ United States Supreme Court Justice
6. _____ Night Watchman
7. _____ Sociologist
8. _____ Policeman
9. _____ County agricultural agent
10. _____ Filling station attendant

Question 2. Of the jobs listed in this question, which ONE would you most like to see her have if she were FREE TO CHOOSE ANY of them she wished when her SCHOOLING IS OVER?

1. _____ Member of the board of directors of a large corporation
2. _____ Undertaker
3. _____ Banker
4. _____ Machine operator in a factory
5. _____ Physician (doctor)
6. _____ Clothes presser in a laundry
7. _____ Accountant for a large business
8. _____ Railroad conductor
9. _____ Railroad engineer
10. _____ Singer in a night club

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE SHE CAN GET when her SCHOOLING IS OVER?

1. _____ Nuclear physicist
2. _____ Reporter for a daily newspaper
3. _____ County judge
4. _____ Barber
5. _____ State governor
6. _____ Soda fountain clerk
7. _____ Biologist
8. _____ Mail carrier
9. _____ Official of an international labor union
10. _____ Farm hand

Question 4. Of the jobs listed in this question, which ONE would you most like to see her have if she were FREE TO CHOOSE ANY of them she wished when her SCHOOLING IS OVER?

1. _____ Psychologist
2. _____ Manager of a small store in a city
3. _____ Head of a department in state government
4. _____ Clerk in a store
5. _____ Cabinet member in the federal government
6. _____ Janitor
7. _____ Musician in a symphony orchestra
8. _____ Carpenter
9. _____ Radio announcer
10. _____ Coal miner

Question 5. Of the jobs listed in this question, which is the BEST ONE you are sure she can get by the time she is 30 YEARS OLD?

1. _____ Civil engineer
2. _____ Bookkeeper
3. _____ Minister of Priest
4. _____ Streetcar motorman or city bus driver
5. _____ Diplomat in the United States Foreign Service
6. _____ Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
7. _____ Author of novels
8. _____ Plumber
9. _____ Newspaper columnist
10. _____ Taxi driver

Question 6. Of the jobs listed in this question, which ONE would you like to see her have when she is 30 YEARS OLD, if she were FREE TO CHOOSE ANY of them she wished?

1. _____ Airline pilot
2. _____ Insurance agent
3. _____ Architect
4. _____ Milk route man
5. _____ Mayor of a large city
6. _____ Garbage collector
7. _____ Captain in the Army
8. _____ Garage mechanic
9. _____ Owner-operator of a printing shop
10. _____ Railroad section hand

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE SHE CAN HAVE by the time she is 30 YEARS OLD?

1. _____ Artist who paints pictures that are exhibited in galleries
2. _____ Traveling salesman for a wholesale concern
3. _____ Chemist
4. _____ Truck driver
5. _____ College professor
6. _____ Street sweeper
7. _____ Building contractor
8. _____ Local official of a labor union
9. _____ Electrician
10. _____ Restaurant waiter

Question 8. Of the jobs listed in this question, which ONE would you like to see her have when she is 30 YEARS OLD, if she were FREE TO HAVE ANY of them she wished?

1. _____ Owner of a factory that employs about 100 people
2. _____ Playground director
3. _____ Dentist
4. _____ Lumberjack
5. _____ Scientist
6. _____ Shoeshiner
7. _____ Public school teacher
8. _____ Owner-operator of a lunch stand
9. _____ Trained machinist
10. _____ Dock worker

RESEARCH ONLY

OEG-3-051170-1992

ODS; ODT

332 A DefinEr

INSTRUCTIONS:

We know that all people are different. Some people are better suited than others for different kinds of work, different kinds of working conditions, different kinds of purposes (for example, helping people, and so forth), and different kinds of benefits (salaries, social position, etc.).

The following questions are about _____.
Please answer them to the best of your ability. DO NOT SKIP ANY, EVEN IF YOU MUST GUESS.

1. How important do you think it is for him (or her) to have a job which requires a certain KIND OF WORK (such as farming, building, treating patients, typing, etc.)? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

2. How important do you think WORKING CONDITIONS of a GOOD JOB are for him (or her)? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

3. How important do you think the PURPOSE of a job (such as helping people, growing crops, advancing science, helping the country, etc.) is to making a job a GOOD JOB for him (or her)? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

4. How important are the BENEFITS (salary, social position, etc.) of a job in making a job a GOOD JOB for him (or her)? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

E1

RESEARCH ONLY

OEG-3-051170-1992

EDO; EMO

342 B

INSTRUCTIONS:

The following questions are about education in general. Answer each question to the best of your ability. DO NOT SKIP ANY, EVEN IF YOU MUST GUESS.

1. How important do you think education beyond high school is for SUCCESS in life? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

2. How important do you think education beyond high school is for PERSONAL DEVELOPMENT? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

3. How important do you think is SCHOOL WORK which is done beyond high school? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

4. How important do you think is SCHOOL SOCIAL LIFE beyond high school?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

RESEARCH ONLY

E2

OEG-3-051170-1992

EEM

341 Model

INSTRUCTIONS:

The following questions refer to your opinion about education.
Please answer BOTH questions, EVEN IF YOU MUST GUESS.

1. If you were a high school student, how much education would you like to have if NOTHING prevented you from getting AS MUCH AS YOU WANTED? (Check one answer.)

- ☐ 1. Quit school
- ☐ 2. Finish high school
- ☐ 3. Go to trade, business, secretarial or nursing school
- ☐ 4. Go to college or university (one that gives credit toward a Bachelor's Degree).
- ☐ 5. Get an advanced degree (masters, Ph. D., or professional such as law or medicine).

2. If you were a high school student, how much education do you think you REALLY COULD GET? (Check one answer.)

- ☐ 1. Quit school
- ☐ 2. Finish high school
- ☐ 3. Go to trade, business, secretarial, or nursing school.
- ☐ 4. Go to college or university (one that gives credit toward a Bachelor's Degree)
- ☐ 5. Get an advanced degree (masters, Ph. D., or professional such as law or medicine)

E3

RESEARCH ONLY

OEG-3-051170-1992

EMS; EMT

342 A Model

INSTRUCTIONS:

We know that people are different. Some people have the skills, abilities and desires for school work, some people are the kind who fit well into the social life of education, some people are able to achieve success in later life by going to school, and some become better persons by going to school.

PLEASE ANSWER ALL QUESTIONS, EVEN IF YOU HAVE TO GUESS.

1. How important do you think education was or will be in your becoming a SUCCESS in life? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

2. How important do you think education was or will be for your PERSONAL DEVELOPMENT? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

3. How important do you think the SCHOOL WORK done beyond high school was or will be for you? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

4. How important do you think the SCHOOL SOCIAL LIFE after high school was or will be for you? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important
at all

Not too
important

Somewhat
important

Fairly
important

Very
important

RESEARCH ONLY

INSTRUCTIONS:

The following questions are about _____.
Please answer them to the best of your ability, EVEN IF YOU MUST GUESS.

1. How much education would you like to see him have if NOTHING prevented him (or her) from having AS MUCH AS HE (OR SHE) WANTED?
(Check one answer.)

- _____ 1. Quit school
- _____ 2. Finish high school.
- _____ 3. Go to trade, business, secretarial or nursing school.
- _____ 4. Go to college or university (one that gives credit toward a Bachelor's Degree).
- _____ 5. Get an advanced degree (masters, Ph. D., or professional such as law or medicine)

2. How much education do you think he (or she) REALLY WILL GET?
(Check one answer.)

- _____ 1. Quit school.
- _____ 2. Finish high school.
- _____ 3. Go to trade, business, secretarial or nursing school.
- _____ 4. Go to college or university (one that gives credit toward a Bachelor's Degree)
- _____ 5. Get an advanced degree (masters, Ph. D., or professional such as law or medicine).

E5

RESEARCH ONLY

OEG-3-051170-1992

EDS; EDT

342 A definer

INSTRUCTIONS:

We know that people are different. Some people have the skills, abilities and desires for school work, some people are the kind who fit well into the social life of education, some people are able to achieve success in later life by going to school, and some become better persons by going to school.

The following questions are about _____.
Please answer them to the best of your ability. DO NOT SKIP ANY, EVEN IF YOU MUST GUESS.

1. How important do you think education beyond high school is to his (or her) becoming a SUCCESS in life? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

2. How important do you think education after high school is to his (or her) PERSONAL DEVELOPMENT? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

3. How important do you think is SCHOOL WORK which is done beyond high school for him (or her)? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

4. How important do you think is the SCHOOL SOCIAL LIFE beyond high school for him (or her)? (circle one answer)

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

RESEARCH ONLY

APPENDIX C

Instruments Used to Validate the
Wisconsin Significant Other Battery

Sociometric Instrument

Participation in Extra Curricular Activities

Acceptance of Others

Schulze Dogmatism Scale

General Adjustment

Form E02

SOCIOMETRIC INSTRUMENT:

1. Of all the people in this room, who do you spend most of your time with?

NAME	ADDRESS	RELATION	OCCUPATION

2. Of all the people that you know, who do you spend most of your time with?

NAME	ADDRESS	RELATION	OCCUPATION

THE KINDS OF EXTRA CURRICULAR ACTIVITIES IN WHICH I PARTICIPATE ARE:

(Check the ones in which you participate regularly, and add to the list if necessary.)

- | | |
|--|--|
| ☐ athletics. | ☐ annual. |
| ☐ band-orchestra. | ☐ student government. |
| ☐ chorus-vocal. | ☐ hobby club. |
| ☐ dramatics. | ☐ other _____. |
| ☐ debates. | ☐ _____. |
| ☐ 4-H or FFA. | ☐ _____. |
| ☐ school paper. | ☐ _____. |

COMPARED TO MOST STUDENTS IN MY HIGH SCHOOL, MY LEADERSHIP ACTIVITIES ARE:

- ☐ greater than average.
- ☐ about average.
- ☐ less than average.

Name _____ Age _____ Sex _____ Date _____

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

Please circle the phrase that best expresses your feeling about the statement. Remember, the best answer is the one which applies to you.

1. I CAN BE COMFORTABLE WITH ALL VARIETIES OF PEOPLE -FROM THE HIGHEST TO THE LOWEST.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

2. I CAN BECOME SO ABSORBED IN THE WORK I'M DOING THAT IT DOESN'T BOTHER ME NOT TO HAVE ANY INTIMATE FRIENDS.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

3. I DON'T APPROVE OF SPENDING TIME AND ENERGY IN DOING THINGS FOR OTHER PEOPLE. I BELIEVE IN LOOKING TO MY FAMILY AND MYSELF MORE AND LETTING OTHERS SHIFT FOR THEMSELVES.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

4. I DON'T APPROVE OF DOING FAVORS FOR PEOPLE. IF YOU ARE TOO AGREEABLE THEY'LL TAKE ADVANTAGE OF YOU.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

5. I USUALLY IGNORE THE FEELINGS OF OTHERS WHEN I'M ACCOMPLISHING SOME IMPORTANT END.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

6. THERE IS NO SENSE IN COMPROMISING. WHEN PEOPLE HAVE VALUES I DON'T LIKE, I JUST DON'T CARE TO HAVE MUCH TO DO WITH THEM.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

7. THE PERSON YOU MARRY MAY NOT BE PERFECT, BUT I BELIEVE IN TRYING TO GET HIM (OR HER) TO CHANGE ALONG DESIRABLE LINES.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

8. I SEE NO OBJECTION TO STEPPING ON OTHER PEOPLE'S TOES A LITTLE IF IT'LL HELP GET ME WHAT I WANT IN LIFE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

9. I TRY TO GET PEOPLE TO DO WHAT I WANT THEM TO DO, IN ONE WAY OR ANOTHER.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

10. I OFTEN TELL PEOPLE WHAT THEY SHOULD DO WHEN THEY'RE HAVING TROUBLE IN MAKING A DECISION.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

11. I ENJOY MYSELF MOST WHEN I'M ALONE, AWAY FROM OTHER PEOPLE .

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

12. I FEEL NEITHER ABOVE NOR BELOW THE PEOPLE I MEET.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

13. SOMETIMES PEOPLE MISUNDERSTAND ME WHEN I TRY TO KEEP THEM FROM MAKING MISTAKES THAT COULD HAVE AN IMPORTANT EFFECT ON THEIR LIVES.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all ture of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

14. THERE ARE VERY FEW TIMES WHEN I COMPLIMENT PEOPLE FOR THEIR TALENTS OR JOBS THEY'VE DONE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

15. I ENJOY DOING LITTLE FAVORS FOR PEOPLE EVEN IF I DON'T KNOW THEM WELL.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

16. I PREFER TO BE ALONE RATHER THAN HAVE CLOSE FRIENDSHIPS WITH ANY OF THE PEOPLE AROUND ME.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

17. I SELDOM WORRY ABOUT OTHER PEOPLE. I'M REALLY PRETTY SELF-CENTERED.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

18. I BELIEVE THAT PEOPLE SHOULD GET CREDIT FOR THEIR ACCOMPLISHMENTS, BUT
I VERY SELDOM COME ACROSS WORK THAT DESERVES PRAISE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all	Slightly	About half-	Mostly true	True of
true of	true of	way true of	of myself	myself
myself	myself	myself		

19. I FEEL THAT FOR THE MOST PART ONE HAS TO FIGHT HIS WAY THROUGH LIFE.
THAT MEANS THAT PEOPLE WHO STAND IN THE WAY WILL BE HURT.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all	Slightly	About half-	Mostly true	True of
true of	true of	way true of	of myself	myself
myself	myself	myself		

20. WHEN SOMEONE ASKS FOR ADVICE ABOUT SOME PERSONAL PROBLEM, I'M MOST
LIKELY TO SAY, "IT'S UP TO YOU TO DECIDE", RATHER THAN TELL HIM WHAT
HE SHOULD DO.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all	Slightly	About half-	Mostly true	True of
true of	true of	way true of	of myself	myself
myself	myself	myself		

21. I CAN'T HELP FEELING SUPERIOR (OR INFERIOR) TO MOST OF THE PEOPLE I KNOW.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all	Slightly	About half-	Mostly true	True of
true of	true of	way true of	of myself	myself
myself	myself	of myself		

22. I DON'T HESITATE TO URGE PEOPLE TO LIVE BY THE SAME HIGH SET OF VALUES
WHICH I HAVE FOR MYSELF.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all	Slightly	About half-	Mostly true	True of
true of	true of	way true of	of myself	myself
myself	myself	myself		

23. I CAN BE FRIENDLY WITH PEOPLE WHO DO THINGS WHICH I CONSIDER WRONG.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all	Slightly	About half-	Mostly true	True of
true of	true of	way true of	of myself	myself
myself	myself	myself		

24. IF PEOPLE ARE WEAK AND INEFFICIENT I'M INCLINED TO TAKE ADVANTAGE OF THEM. I BELIEVE YOU MUST BE STRONG TO ACHIEVE YOUR GOALS.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

25. I'M EASILY IRRITATED BY PEOPLE WHO ARGUE WITH ME.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

26. WHEN I'M DEALING WITH YOUNGER PERSONS, I EXPECT THEM TO DO WHAT I TELL THEM.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

27. I DON'T SEE MUCH POINT TO DOING THINGS FOR OTHERS UNLESS THEY CAN DO YOU SOME GOOD LATER ON.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

28. IF SOMEONE I KNOW IS HAVING DIFFICULTY IN WORKING THINGS OUT FOR HIMSELF, I LIKE TO TELL HIM WHAT TO DO.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

THANK YOU.

Name _____

Read the following items, then in the blank, check whether you agree or disagree. Do this for all of the items, do not leave any unanswered.

1. Once I get wound up in a heated discussion I just can't stop. ☐ agree
☐ disagree
2. A person who thinks primarily of his own happiness is beneath contempt. ☐ agree
☐ disagree
3. Most people just don't know what's good for them. ☐ agree
☐ disagree
4. The worst crime a person can commit is to attack publicly the people who believe in the same thing he does. ☐ agree
☐ disagree
5. While I don't like to admit this even to myself, I sometimes have the ambition to become a great man like Einstein, or Beethoven, or Shakespeare. ☐ agree
☐ disagree
6. It is often desirable to reserve judgement about what's going on until one has a chance to hear the opinions of those one respects. ☐ agree
☐ disagree
7. In this complicated world of ours the only way we can know what is going on is to rely upon leaders or experts who can be trusted. ☐ agree
☐ disagree
8. Fundamentally, the world we live in is a pretty lonely place. ☐ agree
☐ disagree
9. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own. ☐ agree
☐ disagree
10. In the history of mankind there have probably been just a handful of really great thinkers. ☐ agree
☐ disagree

Name----- Age----- Sex----- Date-----
 (Last) (First)

The following pages contain a number of statements about which there is no general agreement. People differ widely in the way they feel about each item. There are no right answers. The purpose of the survey is to see how different groups feel about each item. We should like your honest opinion on each of these statements.

READ EACH ITEM CAREFULLY AND CIRCLE QUICKLY THE PHRASE THAT BEST EXPRESSES YOUR FEELING ABOUT THE STATEMENT. Wherever possible, let your own personal experience determine your answer. Do not spend much time on any item. If in doubt, circle the phrase that seems most nearly to express your present feeling about the statement. WORK RAPIDLY. Be sure to answer each item.

1. TIMES ARE GETTING BETTER.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

2. ANY MAN WITH ABILITY AND WILLINGNESS TO WORK HARD HAS A GOOD CHANCE OF BEING SUCCESSFUL.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

3. IT IS DIFFICULT TO SAY THE RIGHT THING AT THE RIGHT TIME.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

4. MOST PEOPLE CAN BE TRUSTED.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

5. HIGH SCHOOLS ARE TOO IMPRACTICAL.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

6. A PERSON CAN PLAN HIS FUTURE SO THAT EVERYTHING WILL COME OUT ALL
RIGHT IN THE LONG RUN.

-----1----- Strongly Agree	-----2----- Agree	-----3----- Undecided	-----4----- Disagree	-----5----- Strongly Disagree
----------------------------------	----------------------	--------------------------	-------------------------	-------------------------------------

7. NO ONE CARES MUCH WHAT HAPPENS TO YOU.

-----1----- Strongly Agree	-----2----- Agree	-----3----- Undecided	-----4----- Disagree	-----5----- Strongly Disagree
----------------------------------	----------------------	--------------------------	-------------------------	-------------------------------------

8. SUCCESS IS MORE DEPENDENT ON LUCK THAN ON REAL ABILITY.

-----1----- Strongly Agree	-----2----- Agree	-----3----- Undecided	-----4----- Disagree	-----5----- Strongly Disagree
----------------------------------	----------------------	--------------------------	-------------------------	-------------------------------------

9. IF OUR ECONOMIC SYSTEM WERE JUST, THERE WOULD BE MUCH LESS CRIME.

-----1----- Strongly Agree	-----2----- Agree	-----3----- Undecided	-----4----- Disagree	-----5----- Strongly Disagree
----------------------------------	----------------------	--------------------------	-------------------------	-------------------------------------

10. A MAN DOES NOT HAVE TO PRETEND HE IS SMARTER THAN HE REALLY IS TO
"GET BY".

-----1----- Strongly Agree	-----2----- Agree	-----3----- Undecided	-----4----- Disagree	-----5----- Strongly Disagree
----------------------------------	----------------------	--------------------------	-------------------------	-------------------------------------

11. LAWS ARE SO OFTEN MADE FOR THE BENEFIT OF SMALL SELFISH GROUPS
THAT A MAN CANNOT RESPECT THE LAW.

-----1----- Strongly Agree	-----2----- Agree	-----3----- Undecided	-----4----- Disagree	-----5----- Strongly Disagree
----------------------------------	----------------------	--------------------------	-------------------------	-------------------------------------

12. ONE SELDOM WORRIES SO MUCH AS TO BECOME VERY MISERABLE.

-----1----- Strongly Agree	-----2----- Agree	-----3----- Undecided	-----4----- Disagree	-----5----- Strongly Disagree
----------------------------------	----------------------	--------------------------	-------------------------	-------------------------------------

13. THE FUTURE LOOKS VERY BLACK.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

14. REAL FRIENDS ARE AS EASY TO FIND AS EVER.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

15. POVERTY IS CHIEFLY A RESULT OF INJUSTICE IN THE DISTRIBUTION OF WEALTH.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

16. IT IS DIFFICULT TO THINK CLEARLY THESE DAYS.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

17. THERE IS LITTLE CHANCE FOR ADVANCEMENT IN INDUSTRY AND BUSINESS
UNLESS A MAN HAS UNFAIR PULL.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

18. IT DOES NOT TAKE LONG TO GET OVER FEELING GLOOMY.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

19. THE YOUNG MAN OF TODAY CAN EXPECT MUCH OF THE FUTURE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

20. IT IS GREAT TO BE LIVING IN THESE EXCITING TIMES.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

21. LIFE IS JUST ONE WORRY AFTER ANOTHER.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

22. THE DAY IS NOT LONG ENOUGH TO DO ONE'S WORK WELL AND HAVE ANY TIME FOR FUN.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

23. A MAN CAN LEARN MORE BY WORKING FOUR YEARS THAN BY GOING TO HIGH SCHOOL.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

24. THIS GENERATION WILL PROBABLY NEVER SEE SUCH HARD TIMES AGAIN.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

25. ONE CANNOT FIND AS MUCH UNDERSTANDING AT HOME AS ELSEWHERE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

26. THESE DAYS ONE IS INCLINED TO GIVE UP HOPE OF AMOUNTING TO SOMETHING.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

27. EDUCATION IS OF NO HELP IN GETTING A JOB TODAY.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

28. THERE IS REALLY NO POINT IN LIVING.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

29. MOST PEOPLE JUST PRETEND THAT THEY LIKE YOU.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

30. THE FUTURE IS TOO UNCERTAIN FOR A PERSON TO PLAN ON MARRYING.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

31. LIFE IS JUST A SERIES OF DISAPPOINTMENTS.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree.

THANK YOU.

E02

OEG-3-051170-1992

I.C.

400

INSTRUCTIONS:

People often have different opinions about questions such as the ones you have just answered. Thinking about all these questions and YOUR ANSWERS, what is your opinion about them?

(Circle your answer)

1. How strongly do you feel about YOUR ANSWERS?

_____ 1 _____	_____ 2 _____	_____ 3 _____	_____ 4 _____	_____ 5 _____
Not strongly at all	Not too strongly	Somewhat strongly	strongly	Very Strongly

2. How certain are you that your answers to those questions are right?

_____ 1 _____	_____ 2 _____	_____ 3 _____	_____ 4 _____	_____ 5 _____
Not strongly at all	Not too strongly	somewhat strongly	strongly	Very strongly

APPENDIX D

Detailed Results of West Bend Sample

Identification of Variables
Descriptive Statistics
Correlation Matrix

IDENTIFICATION OF VARIABLES

Variable Number	Name	Definition*
1	SEX	(IDQ3)
2	FATHOCL	Father's Occupational Level
3	MOTHOCL	Mother's Occupational Level
4	NSIBS	Number of Siblings of Subject (IDQ10)
5	WEALTH	Perceived Relative Wealth In Community (IDQ11)
6	FATHED	Father's Occupational Level (IDQ12)
7	MOTHEd	Mother's Occupational Level (IDQ12)
8	RESID	Residence - Size of Community (IDQ13)
9	FATHOCT	Father's Occupational Type (IDQ14)
10	AFFORD	Estimate of Parental Ability to Afford College for Subject (IDQ15)
11	EXPENSE	Perceived Amount Self or Family Can Contribute to College Expenses (IDQ16)
12	OCMISOR	Occupational SOB - Total Influence (Sum of Rankings of
13	OCTOTSO	Occupational SOB - Total Number of Significant Others
14	OCISO	Occupational SOB - Level of Involvement with Average Significant Others (Average Ranking/ Maximum Ranking)
15, 16, 17	EDMISOR (EDTOTSO (EDISO (	Educational SOB - Same as 12, 13, 14
18	MISORT	Educational and Occupational SOBs--Total Influence
19	TOTSOT	Educational and Occupational SOBs--Total Number of Significant Others
20	ISOT	Educational and Occupational SOBs--Level of Involvement with Average Significant Other
21	LSMISOR	Life Style SOB--same as 12
22	LSTOTSO	Life Style SOB--same as 13
23	LSISO	Life Style SOB--same as 14
24	SMTOTSO	Sociometric Instrument--Total Number of Significant Others
25	NPAT	(Negatively Scored) Personality Attainment Test
26	NATO	(Negatively Scored) Attitude Toward Others Scale
27	SDS	Schultz Dogmatism Scale
28	LEADACT	Sewell Leadership Form--Number of Extracurricular Activities Subject is Active In
29	LEADER	Sewell Leadership Form--Perceived Relative Degree of Leadership in High School
30	IQ	Subject's IQ (from High School Records)
31	GPA	Subject's High School Grade Point Average (From High School Data)

* ID = Identification Form

Identification of Variables, continued

Variable Number	Name	Definition
32	OAS	Occupational Aspiration Scale Score
33	OCAQ1	Occupational Choice Form - Q1
34	OCAQ2	- Q2
35	OCAQ3	- Q3
36	OCAQ4	- Q4
37	OCAT	Total Score, Occupational Choice Form
38	EDULEV	Educational Aspiration Level
39	EDAQ1	Educational Choice Form - Q1
40	EDAQ2	- Q2
41	EDAQ3	- Q3
42	EDQ4	- Q4
43	EDAT	Total Score, Educational Choice Form
44	STRONG	How Strongly Subject Feels About Answers to Forms
45	CERT	How Certain Subject Feels About Answers to Forms
46	GENEXP	General Aspiration Level of Subject (Educational and Occupational)

* * * * *

For Variables 47-71, "M" Designates the Mean Score of all Appropriate Significant Other Forms of the Particular Subject

47	MOAS	See Variable 32
48	MOCAQ1	" " 33
49	MOLAQ2	" " 34
50	MOCAQ3	" " 35
51	MOCAQ4	" " 36
52	MOCAT	" " 37
53	MOCBQ1	Occupational Choice (General) Form - Q1
54	MOCBQ2	- Q2
55	MOCBQ3	- Q3
56	MOCBQ4	- Q4
57	MOCBT	Total Score, Occupational Choice (General) Form
58	MEDULEV	See Variable 38
59	MEDAQ1	" " 39
60	MEDAQ2	" " 40
61	MEDAQ3	" " 41
62	MEDAQ4	" " 42
63	MEDAT	" " 43
64	MEDBQ1	Educational Choice (General) Form - Q1
65	MEDBQ2	- Q2
66	MEDBQ3	- Q3
67	MEDBQ4	- Q4
68	MEDBT	Total Score, Educational Choice (General) Form
69	MSTRONG	See Variable 44
70	MCERT	" " 45
71	MGENEXP	(Mean General Expectation Level (See Variable 46)

DESCRIPTIVE STATISTICS PACKAGE
 (COMPUTED WITH MISSING DATA)

PAGE NO 1

VARIABLES	MEANS	STANDARD DEVIATIONS	VARIANCES	COEFFICIENTS OF VARIATION	COUNTS
1 SEX	1.4679E 00	5.0127E-01	2.5127E-01	34.19	109
2 PATHOCL	6.2927E 01	1.1904E 01	1.4172E 02	18.92	109
3 MOTHOC	7.1119E 01	1.9467E 01	3.7897E 02	24.54	109
4 NSIBS	3.1031E 00	1.5841E 00	2.5095E 00	50.03	109
5 HEALTH	2.7431E 00	5.4771E-01	3.2229E-01	20.70	109
6 FATHED	2.5505E 00	1.5840E 00	2.5090E 00	62.11	109
7 MOTHED	2.6697E 00	1.3337E 00	1.7788E 00	49.96	109
8 RESID	3.7706E 00	1.4138E 00	2.6043E 00	42.80	109
9 FATHOC	4.8257E 00	1.7473E 00	3.0527E 00	36.21	109
10 AFFORD	2.0905E 00	6.5203E-01	4.2512E-01	31.19	107
11 EXPENSE	3.1028E 00	1.2048E 00	1.4516E 00	38.83	107
12 OCMISOR	1.4505E 01	7.7984E 00	6.0660E 01	53.70	109
13 OCTOISO	8.1468E 00	4.9997E 00	2.4997E 01	61.37	109
14 OCISO	4.5167E-01	1.3154E-01	1.7302E-02	29.12	109
15 EDMISOR	1.5339E 01	7.4774E 00	5.5911E 01	48.79	109
16 EDTOTSO	9.8532E 00	4.6999E 00	2.2089E 01	47.70	109
17 EDISO	3.8883E-01	9.2136E-02	8.4891E-03	23.70	109
18 MISCRY	2.9844E 01	1.4076E 01	1.9813E 02	47.17	109
19 TOTSOY	1.8000E 01	8.8024E 00	7.7481E 01	48.90	109
20 ISOT	2.2025E-01	8.4603E-02	7.1577E-03	38.41	109
21 LSHISOR	1.5963E 01	7.6315E 00	5.8239E 01	47.81	109
22 LSTOTSO	9.7798E 00	4.6773E 00	2.1877E 01	47.83	109
23 LSISO	3.0598E-01	1.2846E-01	1.6502E-02	32.44	108
24 SMTOTSO	5.9450E 00	2.7850E 00	7.7562E 00	46.85	109
25 NPAY	1.1423E 02	8.5081E 01	7.4100E 03	75.36	109
26 NATO	7.6229E 01	3.7563E 01	1.4110E 03	49.28	109
27 SDS	5.4404E 00	1.6126E 00	2.6006E 00	29.64	109
28 LEADACT	2.5229E 00	1.9370E 00	3.7518E 00	76.77	109
29 LEADER	1.8624E 00	7.0010E-01	4.9015E-01	37.50	109
30 IQ	1.1019E 02	1.0437E 01	1.0892E 02	9.47	105
31 GPA	2.4487E 00	7.5288E-01	5.6883E-01	30.77	103
32 OAS	4.0394E 01	1.1083E 01	1.2283E 02	27.44	109
33 OCAQ1	4.1743E 00	9.4128E-01	8.8600E-01	22.55	109
34 OCAQ2	4.3028E 00	9.0783E-01	8.2416E-01	21.10	109
35 OCAQ3	4.2752E 00	9.5133E-01	9.0503E-01	22.25	109
36 OCAQ4	4.2936E 00	9.0577E-01	8.2042E-01	21.10	109
37 UCAY	1.7110E 01	2.6223E 00	6.8767E 00	15.33	109
38 EDULEV	7.5413E 00	1.6246E 00	2.6395E 00	21.54	109

DESCRIPTIVE STATISTICS PACKAGE
 (COMPUTED WITH MISSING DATA)

PAGE NO 2

VARIABLES	MEANS	STANDARD DEVIATIONS	VARIANCES	COEFFICIENTS OF VARIATION	COUNTS
39 EDAQ1	4.5321E 00	8.0010E-01	6.4016E-01	17.65	109
40 EDAQ2	4.1651E 00	7.8780E-01	6.2063E-01	18.91	109
41 EDAQ3	4.2477E 00	1.0106E 00	1.0214E 00	23.79	109
42 EDAQ4	3.9450E 00	9.8915E-01	9.7842E-01	25.07	109
43 EDAT	1.6681E 01	2.7545E 00	7.5875E 00	16.32	109
44 STRONG	3.6239E 00	9.6981E-01	9.4054E-01	26.76	109
45 CERT	3.8606E 00	8.1899E-01	6.7074E-01	22.37	109
46 GENEXP	3.5780E 00	1.2118E 00	1.4684E 00	33.87	109
47 HOAS	4.1472E 01	7.5616E 00	5.7177E 01	18.23	108
48 MOCAQ1	4.1339E 00	5.1381E-01	2.6400E-01	12.43	108
49 MOCAQ2	4.1298E 00	4.8405E-01	2.3430E-01	11.73	108
50 MOCAQ3	4.2370E 00	5.2570E-01	2.7636E-01	12.41	108
51 MOCAQ4	3.9916E 00	5.1403E-01	2.6422E-01	12.88	108
52 MOCAT	1.6594E 01	1.7245E 00	2.9738E 00	10.39	108
53 MOCBQ1	4.0710E 00	5.6603E-01	3.2039E-01	13.90	108
54 MOCBQ2	4.3274E 00	4.3358E-01	1.8799E-01	10.02	108
55 MOCBQ3	4.3975E 00	5.1401E-01	2.6421E-01	11.69	108
56 MOCBQ4	4.0737E 00	4.8804E-01	2.3818E-01	11.98	108
57 MOCBT	1.6878E 01	1.5412E 00	2.3752E 00	9.13	108
58 MEDULEV	7.7670E 00	1.1718E 00	1.3732E 00	15.09	108
59 MEDAQ1	4.2174E 00	4.6184E-01	2.1330E-01	10.99	108
60 MEDAQ2	4.0023E 00	5.2783E-01	2.7860E-01	13.19	108
61 MEDAQ3	4.0251E 00	4.9350E-01	2.4354E-01	12.26	108
62 MEDAQ4	3.5551E 00	4.8726E-01	2.3743E-01	13.71	108
63 MEDAT	1.5933E 01	2.1138E 00	4.4681E 00	13.27	108
64 MEDBQ1	4.2832E 00	4.6070E-01	2.1224E-01	10.76	108
65 MEDBQ2	4.0226E 00	5.5658E-01	3.0978E-01	13.84	108
66 MEDBQ3	4.1610E 00	4.5231E-01	2.0458E-01	10.87	108
67 MEDBQ4	3.4791E 00	5.8662E-01	3.4412E-01	16.86	108
68 MEDBT	1.6006E 01	1.7262E 00	2.9799E 00	10.78	108
69 HSTRONG	3.8408E 00	4.2450E-01	1.8020E-01	11.09	109
70 MCERT	3.6724E 00	4.2295E-01	1.7889E-01	11.52	109
71 HGENEXP	3.6702E 00	8.5373E-01	7.2886E-01	23.26	109

NUMBER OF OBSERVATIONS IS 109

CORRELATION MATRIX
 (COMPUTED WITH MISSING DATA)

1	2	3	4	5	6	7	8	9	10	11	12
SEX	FATHOCL	MOTHOCL	NSIBS	HEALTH	FATHED	MOTHEd	RESID	FATHOCT	AFFORD	EXPENSE	OCHISOR
1.000	-.027	-.068	.030	-.062	-.024	-.030	-.175	.094	.064	-.112	.345
	1.000	.183	.093	-.340	.410	.315	.193	-.137	-.219	.371	.103
		1.000	.240	-.100	.039	-.072	-.085	-.094	-.128	.033	-.050
			1.000	-.024	.063	-.057	-.076	-.093	.001	-.058	.179
				1.000	-.325	-.272	-.188	.234	.547	-.426	.040
					1.000	.486	.347	-.216	-.194	.230	.013
						1.000	.425	-.108	-.236	.318	-.009
							1.000	-.169	-.132	.322	-.065
								1.000	.040	-.072	.066
									1.000	-.629	.048
										1.000	-.018
											1.000
											OCHISOR

CORRELATION MATRIX
 (COMPUTED WITH MISSING DATA)

13	14	15	16	17	18	19	20	21	22	23	24	
OCISO	OCISO	EDMISO	EDTOTO	EDISO	MISORT	TOTSO	ISOT	LSMISO	LSTOTO	LSISO	SMTOTO	
.408	.111	.360	.344	.090	.382	.415	.113	.414	.329	.243	.344	SEX 1
.022	.095	.218	.197	.010	.173	.118	.085	.054	.039	.010	.084	FATHOCL 2
-.050	.115	-.089	-.182	.200	-.064	-.126	-.083	-.154	-.196	.131	-.107	MOYHOC 3
.111	.227	.159	.103	.136	.183	.118	.020	.098	.070	-.074	.015	NSIS 4
.056	.061	-.145	-.146	.044	-.035	-.046	.074	.152	.111	.197	-.056	WEALTH 5
.019	-.118	.150	.122	.054	.087	.076	-.030	.036	.093	-.095	.175	FATHED 6
-.076	-.116	.141	.110	.054	.072	.016	-.022	.014	-.016	.069	.125	MOTHE 7
-.097	-.092	-.026	.007	-.175	-.050	-.051	-.048	.080	.128	-.165	.102	RESID 8
.047	.098	.034	.013	.124	.066	.034	.149	.047	-.024	.088	-.069	FATHOCT 9
.130	-.026	-.060	.017	-.065	-.003	.083	.067	.114	.178	.022	.078	AFFORD 10
-.141	.064	.069	.009	.033	.028	-.077	-.074	-.081	-.097	-.089	.075	EXPENSE 11
.070	.057	.700	.610	.212	.925	.620	.305	.714	.702	.089	.468	OCMISO 12
1.000	-.232	.619	.647	.032	.810	.913	.043	.664	.720	.058	.420	OCYOTO 13
	1.000	.001	-.195	.289	.032	-.236	.469	-.032	-.128	.135	.048	OCISO 14
		1.000	.887	.315	.919	.825	.152	.659	.632	.133	.549	EDMISO 15
			1.000	-.094	.809	.901	-.021	.582	.619	.024	.490	EDTOTO 16
				1.000	.285	-.032	.324	.206	.081	.244	.177	EDISO 17
					1.000	.892	.250	.745	.724	.120	.551	MISORT 18
						1.000	.013	.688	.740	.045	.500	YOTOTO 19
							1.000	.150	.139	.086	.090	ISOT 20
								1.000	.858	.324	.613	LSMISO 21
									1.000	-.019	.608	LSTOTO 22
										1.000	.093	LSISO 23
											1.000	SMTOTO 24

[illegible]

CORRELATION MATRIX
 (COMPUTED WITH MISSING DATA)

37	38	39	40	41	42	43	44	45	46	47	48
OCA1	EDULEV	EDAQ1	EDAQ2	EDAQ3	EDAQ4	EDAT	STRONG	CERT	GENEXP	MOAS	MCAQ1
-.025	-.223	-.072	.037	-.103	.015	-.040	.308	.097	-.053	-.025	-.014
.030	.310	.168	.073	.132	.147	.173	.058	.169	.251	.324	-.100
.048	-.013	.036	.064	-.087	.024	.010	.096	-.382	-.081	-.094	-.084
-.069	-.060	-.004	.126	.032	-.000	.043	.101	-.035	-.103	-.140	.060
-.012	-.280	-.308	-.298	-.243	-.157	-.322	-.059	-.130	-.307	-.191	.123
.079	.383	.147	.208	.273	.114	.247	.160	.245	.368	.300	-.165
-.048	.335	.027	.070	.171	.176	.158	.111	.185	.234	.232	-.201
.166	.133	.052	.132	.023	-.031	.030	.004	.172	.092	.096	.004
-.238	-.113	-.125	-.147	-.117	-.123	-.156	-.208	-.100	-.114	-.117	.083
.087	-.211	-.236	-.167	-.072	-.011	-.151	-.062	-.097	-.131	-.021	.233
-.151	.316	.185	.090	.179	.029	.156	-.023	.064	.307	.315	-.086
.088	-.063	.095	.036	-.076	.037	.025	.163	.094	.042	.001	.021
.137	-.124	.001	.085	-.053	.028	.017	.262	.198	.044	-.042	-.022
.053	.040	.111	-.110	-.036	-.003	-.013	-.057	.005	-.052	.018	.095
.106	.213	.126	.033	.037	.119	.111	.209	.161	.310	.259	-.023
.064	.150	.080	.099	.134	.132	.150	.197	.175	.296	.193	-.030
.090	.164	.103	-.076	-.040	.071	.017	.074	-.010	.110	.146	.067
.106	.079	.119	.037	-.012	.084	.073	.203	.138	.188	.138	-.001
.112	.010	.043	.101	.042	.086	.090	.234	.206	.183	.079	-.039
.045	.099	.123	-.139	-.017	-.007	-.013	-.060	.037	.058	.091	.167
.286	-.057	-.006	.003	-.071	.076	-.002	.156	.093	.074	.069	.050
.262	-.078	-.006	.023	-.031	.007	-.006	.149	.154	.077	.057	.071
.194	.006	.107	-.048	-.033	.164	.059	.212	.065	-.027	.046	-.098
.173	.127	.091	.051	.071	.201	.127	.160	.146	.259	.223	.176
.061	-.057	.081	.130	.012	.115	.107	.204	.188	.069	-.048	-.036
-.118	.100	-.024	-.123	-.024	-.015	-.056	-.114	-.062	.074	.039	.115
.135	.166	.032	-.036	.097	.062	.054	-.053	.016	.105	-.089	-.020
.043	.486	.094	.180	.208	.179	.218	.096	.130	.458	.444	-.076
.119	.603	-.066	.079	.206	.256	.174	.005	.095	.477	.507	.073
.093	.331	.067	.028	.217	.055	.127	.081	.056	.345	.483	.079
.050	.471	-.015	.109	.191	.128	.110	.182	.085	.393	.551	.009
.051	.652	.180	.302	.422	.333	.413	.091	.033	.871	.667	.070
.667	.325	.097	.146	.168	.040	.144	.255	.246	.268	.287	-.266
.721	-.200	.082	.162	-.082	-.012	.033	.173	.177	-.110	-.095	-.042
.630	.005	.134	.161	-.014	-.023	.073	.414	.442	.110	-.024	-.061
.649	-.059	.140	.061	.001	.163	.114	.053	.186	-.089	-.140	.013

1.000	.034	.162	.179	.032	.017	.106	.304	.162	.073	.040	-.138	OCAT 37
1.000	.154	.154	.248	.465	.261	.379	.019	.139	.799	.646	-.019	EDULEV 38
	1.000		.491	.465	.318	.714	.213	.066	.253	.061	-.007	EDAQ1 39
			1.000	.599	.416	.799	.324	.202	.268	.078	-.078	EDAQ2 40
				1.000	.412	.819	.190	.080	.479	.255	-.025	EDAQ3 41
					1.000	.728	.239	.137	.328	.152	.113	EDAQ4 42
						1.000	.312	.158	.440	.183	.010	EDAT 43
							1.000	.561	.069	-.028	-.116	STRONG 44
								1.000	.144	.046	-.035	CERT 45
									1.000	.712	.038	GENEXP 46
										1.000	.137	HOAS 47
											1.000	MOCAQ1 48

UNIVERSITY OF WISCONSIN COMPUTING CENTER PROGRAM DSTAT1 RUN V1 06/24/68
 VALIDITY SAMPLE 71 VARIABLES ON 5 CARDS PER SUBJECT, N=109

CORRELATION MATRIX
 (COMPUTED WITH MISSING DATA)

PAGE NO 5

49	50	51	52	53	54	55	56	57	58	59	60	
MOCAQ2	MOCAQ3	MOCAQ4	MOCAT	MOCBQ1	MOCBQ2	MOCBQ3	MOCBQ4	MOCB7	MEDULEV	HEDAQ1	HEDAQ2	
-.117	.093	-.098	.091	.024	.005	.173	-.037	.069	-.189	-.335	-.195	SEX 1
-.031	.078	.005	.060	-.166	-.018	-.106	-.080	-.134	.348	.190	.217	FATHOCL 2
-.186	.193	-.068	.109	.003	-.024	-.295	-.037	-.059	-.034	.057	-.041	MOYMOCL 3
.143	.162	.003	.059	.072	.176	.040	.167	.118	.003	.054	.083	NSIBS 4
-.009	-.043	-.072	-.073	.279	.020	.113	.109	.183	-.238	-.074	-.095	HEALTH 5
-.270	.126	-.167	-.192	-.293	-.323	-.129	.345	-.370	.445	.180	.166	FATHED 6
-.160	.067	-.036	-.163	.299	-.163	.017	-.218	-.223	.354	.197	.230	MOYHEN 7
.042	.130	.071	.009	-.189	.018	.082	-.079	-.099	.153	.216	.172	RESIN 8
.076	.125	.012	.158	.150	.044	.219	.116	.194	-.193	-.190	-.178	FATHOCT 9
.114	.009	-.007	.002	.180	.086	.171	.049	.149	-.179	.049	.030	AFFORD 10
-.109	-.024	.032	.045	-.207	-.158	-.119	-.195	-.211	.324	.157	.163	EXPENSE 11
.063	-.021	.028	.034	.123	.035	.096	-.051	.082	-.053	-.031	.052	OCMISOR 12
.042	-.002	-.035	.014	.123	.098	.144	-.053	.121	-.121	-.089	.003	OCYOTSO 13
.083	.005	.141	.070	.049	.047	-.046	.184	.062	-.019	-.068	.029	OCISO 14
-.068	.143	-.056	.020	-.001	-.117	.157	-.084	-.003	.227	-.025	.059	EDMISOR 15
-.046	.150	-.046	.056	.028	-.043	.203	-.060	.048	.154	-.069	.052	EDYOTSO 16
-.100	.005	-.074	-.072	.026	-.172	-.079	-.105	-.086	.209	.016	-.023	EDISO 17
-.002	.065	-.014	.029	.067	-.073	.136	-.073	.044	.090	-.031	.060	MISORT 18
-.000	.079	-.044	.028	.085	.033	.191	-.062	.098	.013	-.076	.030	YOTSOY 19
.045	.064	.100	.080	.070	-.035	.034	.008	.015	.086	.114	.078	ISOT 20
.136	.086	.095	.115	.136	.090	.182	.072	.186	-.035	-.017	.035	LSMISOR 21
.117	.088	.076	.117	.166	.068	.177	.053	.166	-.006	.041	.076	LSYOTSO 22
-.055	-.095	.022	-.071	-.084	.061	.030	.029	.026	-.087	-.051	.029	LSISO 23
.062	.205	.084	.136	.146	-.021	.098	-.025	.087	.219	.137	.225	SMYOTSO 24

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CORRELATION MATRIX
 (COMPUTED WITH MISSING DATA)

	61	62	63	64	65	66	67	68	69	70	71	
	MEDA03	MEDA04	MEDAT	MEDB01	MEDB02	MEDB03	MEDB04	MEDBT	MSTRONG	MCERT	MGENEXP	
.238	.013		-.087	-.059	-.070	-.071	.160	.032	.097	-.169	-.051	SEX 1
.218	.143		.188	.216	.172	.192	-.023	.125	.208	.123	.250	FATMOCL 2
.010	-.007		.029	-.016	-.108	-.117	-.169	.101	.052	-.012	-.031	MOTMOCL 3
.005	.000		.116	-.022	-.172	-.149	.024	-.156	.016	-.067	-.071	NSIBS 4
.165	-.161		-.087	.032	-.127	-.167	-.056	.080	-.151	-.009	-.190	HEALTH 5
.167	.070		.241	.016	.027	.030	-.120	.055	.092	.054	.268	PATMED 6
.198	.131		.172	.149	.280	.100	-.080	.091	.035	-.035	.205	MOTMED 7
.203	-.025		.164	.162	.262	.268	-.041	.127	.137	.145	.087	RESID 8
.177	-.047		-.069	-.050	.036	-.005	.043	.074	-.087	-.008	-.076	FATMOCT 9
.033	.037		.092	.156	.037	.061	.088	.098	-.044	-.011	-.068	AFFORD 10
.154	.117		.115	-.068	.123	.031	-.069	.025	.120	.151	.290	EXPENSE 11
.095	.069		.091	.054	.016	.025	.087	.072	.013	-.109	-.080	OCMISOR 12
.151	.045		.081	.072	.059	.084	.159	.149	-.003	-.065	-.091	OCOTYSO 13
.068	-.055		-.097	.000	-.103	-.065	-.099	.111	-.077	-.057	.026	OCISO 14
.007	.110		.043	.071	.066	.011	.105	.093	.040	.037	.239	EDMISOR 15
.057	.055		-.017	.131	.094	.068	.116	.126	.105	.112	.166	EDOTYSO 16
.119	.126		.170	-.145	-.119	-.163	-.033	.108	-.147	-.041	.200	EDISO 17
.056	.097		.074	.067	.045	.019	.104	.090	.028	-.041	.083	MISORT 18
.105	.055		.037	.111	.084	.084	.153	.152	.055	.023	.037	TOYSOT 19
.062	-.059		.032	.023	-.092	-.019	-.117	-.078	.048	.045	.007	ISOT 20
.057	-.028		.112	.024	-.014	-.055	.015	.040	.062	-.060	.010	LSMISOR 21
.001	-.011		.166	.025	-.025	.014	.048	.038	.059	-.014	-.002	LSTOTSO 22
.124	.003		-.027	.035	.000	-.141	-.027	.002	.030	-.126	-.036	LSISO 23
.072	.106		.244	.162	.132	.087	.113	.195	-.006	-.071	.229	SMTOTSO 24
.141	.156		-.105	-.056	-.101	-.061	-.088	.098	.002	-.030	-.127	NPAT 25
.098	-.059		.037	-.006	.075	.037	-.073	.005	.000	.111	-.037	NATO 26
.070	.018		-.001	.063	.025	.079	.023	.046	-.034	-.029	-.143	SDS 27
.270	.231		.222	.175	.155	.170	.151	.235	.053	.138	.438	LEADACT 28
.381	.254		.215	.041	.116	.117	.106	.124	-.018	.062	.587	LEADER 29
.146	.148		.274	.145	.128	.079	.111	.128	.100	.113	.436	IQ 30
.194	.173		.201	.032	.065	-.035	.004	.047	.089	.050	.553	GPA 31
.366	.106		.200	.128	.171	.165	-.131	.104	.083	[241]	.637	OAS 32
.194	.104		.213	.189	.118	.046	-.017	.090	.043	-.009	.174	OCA01 33
.023	.033		.072	.132	.039	.019	-.029	.033	.101	-.085	-.081	OCA02 34
.014	-.077		.006	-.010	-.012	.071	-.097	-.032	-.035	-.229	-.032	OCA03 35
.016	-.041		.037	.027	.022	.067	-.056	.000	-.075	-.008	-.137	OCA04 36

UNIVERSITY OF WISCONSIN COMPUTING CENTER PROGRAM DSTAT1
VALIDITY SAMPLE 71 VARIABLES ON 5 CARDS PER SUBJECT, N=109

CORRELATION MATRIX
(COMPUTED WITH MISSING DATA)

61	62	63	64	65	66	67	68	69	70	71
MEDAQ3	MEDAQ4	MEDAT	MEDBQ1	MEDBQ2	MEDBQ3	MEDBQ4	MEDBT	HSTRONG	MCERT	MGENEXP
.065	-.019	.118	.122	.041	.066	-.092	.017	.007	-.110	-.012
.471	.268	.291	.150	.195	.196	.044	.177	.075	.215	.638
.077	.074	.145	.018	-.018	-.002	-.026	.003	-.048	-.050	.053
.181	.157	.211	.072	.035	.044	.059	.053	.087	-.014	.140
.259	.192	.154	.124	.143	.146	.047	.093	.058	.102	.285
.176	.067	.094	.106	.068	.073	.048	.114	.079	.093	.170
.229	.165	.182	.109	.085	.093	.048	.091	.060	.051	.214
.072	.045	-.034	.090	.015	-.013	-.039	-.005	.091	-.095	-.034
.086	.016	-.025	-.020	.010	-.052	.060	-.014	.046	.039	.017
.396	.186	.206	.144	.194	.233	-.051	.177	.113	.250	.678
.437	.236	.338	.206	.183	.129	.043	.185	.180	.233	.849
.163	.155	.233	.038	.036	.087	.225	.124	.066	.372	.229
.055	.145	.135	.044	-.044	.035	.333	.142	.192	.049	-.005
.276	.007	.186	.081	.039	.151	.046	.117	.004	.244	.363
.099	.109	.168	-.031	-.042	-.046	.171	.014	.212	.093	.006
.129	.099	.157	-.022	-.070	.020	.234	.066	.147	.275	.092
.110	.127	.131	.003	-.133	.006	.178	.018	.092	.349	.062
.090	-.016	.063	.004	-.064	.069	.163	.048	.167	.160	-.127
.198	.042	.126	.029	.080	.157	.234	.158	.102	.388	.240
.035	-.018	.030	.016	-.124	-.086	.210	-.016	.115	.063	-.176
.124	.035	.103	.006	-.089	.031	.239	.111	.151	.308	.012
.590	.355	.482	.240	.208	.188	.163	.187	.182	.233	.795
.718	.356	.695	.456	.463	.391	.237	.434	.222	.248	.408
.562	.542	.711	.594	.598	.367	.387	.569	.269	.180	.349
1.000	.339	.682	.311	.351	.499	.175	.379	.287	.387	.468
	1.000	.586	.319	.410	.206	.714	.499	.151	.096	.247
		1.000	.415	.424	.314	.400	.460	.135	.092	.335
			1.000	.728	.637	.338	.791	.248	.166	.161
				1.000	.688	.441	.849	.051	.508	.150
					1.000	.313	.757	.163	.259	.134
						1.000	.637	.034	.033	.045
							1.000	.151	.151	.163
								1.000	.494	.075
									1.000	.266
										1.000
										MSTRONG 69
										MCERT 70
										MGENEXP 71

APPENDIX E

Code Book

Watertown
Coding Key

West Bend
Coding Key 100
Coding Key 1nn
Coding Key 200, 2nn, 3nn, 4nn, 5nn
Card Coding

Department of Rural Sociology
University of Wisconsin
Madison, Wisconsin

CODING KEY - WATERTOWN
RELIABILITY SAMPLE

1. The packet contains 3 forms:

1. Subject Identification Form
2. Occupation Test Form A-Long or B-Short
3. Education Test Form A-Long or B-Short

2. Each subject took a retest.

MISOR Score:

Total of MISOR score for all significant others--
For individual S.O.'s give one score for each page
on which name appears--not the number of times

3. Missing data to be left blank.

COL.FORMQUESTION

- 1-2 Sample Identification
01 - sample one
02 - sample two (Watertown)
 T₁ September 28, 1967
 T₂ November 30, 1967
03 - sample three
nn - sample nn
- 3-5 Subject Identification
001 - subject 1 Last three digits of
002 - subject 2 identification number
nnn - subject nnn found on cover of test form
- 6-7 Card Identification
00 - subject Number assigned to S.O.
01 - S.O. number 1
02 - S.O. number 2
nn - S.O. number nn
- 8-9 Type and Order of Questionnaire Identification
Found on Subject card; first digit of the identification number
01 - series one
02 - series two
03 - series three
04 - series four
- 8-9 Relationship of S.O. to Subject
Found on S.O. card
01 - father
02 - mother
03 - brother
04 - sister
05 - other relative
06 - friend same sex (peer)
07 - friend opposite sex (peer)
08 - teacher, guidance counsellor
09 - adult friend or acquaintance
- 10 Misor Occupational Form A--Short Form (Test 1)
- 11 Misor Educational Form A--Short Form (Test 1)
- 12 Sum of Educational A and Occupational A Misor Scores (Test 1)
- 13 Misor Occupational Form B--Long Form (Test 1)
- 14 Misor Educational Form B--Long Form (Test 1)
- 15 Sum of Educational B and Occupational B Misor Scores (Test 1)
- 16 Misor Occupational Form A--Short Form (Test 2)
- 17 Misor Educational Form A--Short Form (Test 2)
- 18 Sum Misor Occupational A and Educational A (Test 2)

COL.

- 19 Misor Occupational Form B--Long Form (Test 2)
- 20 Misor Educational Form B--Long Form (Test 2)
- 21 Sum Misor Occupational B and Educational B (Test 2)
- 22 Sex of Subject
1 - male
2 - female
- 23-24 Age of Subject
nn - nn years old
- 25 Year in School
1 - junior
2 - senior
- 26 Father's Employment Status
1 - employed
2 - unemployed
3 - retired
4 - deceased
- 27-28 Father's Occupational Level
This number is determined by the Duncan Occupational SES Scores
(National Opinion Research Center--Duncan Revision
of North-Hatt Occupational Prestige Scale)
98 - student
- 29 Mother's Employment Status
1 - employed
2 - unemployed
3 - retired
4 - deceased
5 - housewife
- 30-31 Mother's Occupational Level
This number is determined by the Duncan Occupational SES Scores
98 - student
97 - housewife
- 32 Number of siblings for the subject
1 - one
2 - two
3 - three
4 - four
5 - five
6 - six or more
0 - 0, no siblings

COL.

- 33 Relative SES in Community
1 - considerably above average
2 - somewhat above average
3 - average
4 - somewhat below average
5 - considerably below average
- 34 Father's Educational Level
1 - less than 8 grades
2 - 8 grades
3 - 9-11 grades
4 - 12 grades
5 - some college
6 - college degree
7 - an advanced degree
- 35 Mother's Educational Level
(Use same key as in 34)
- 36 Residence of Subject
1 - farm
2 - rural non-farm
3 - village less than 2,500
4 - town 2,500-10,000
5 - city over 10,000
- 37 Type of Father's Occupation
1 - office work
2 - professional
3 - executive
4 - factory worker
5 - salesman
6 - owns, rents, manages small business
7 - other
8 - owns, rents, manages farm
- 38 Ability of Parents to Send Student through College
1 - can easily afford it
2 - afford it with sacrifice
3 - cannot afford it
4 - student works to help family
- 39 Estimate of Parental Contribution to College Education Expenses
1 - none
2 - less than \$500
3 - \$500-\$1,000
4 - \$1,000-\$1,500
5 - Total expenses
- 80 Card Tag--Administration Number
1 - First Administration
2 - Second Administration (retest)

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University of Wisconsin
Madison, Wisconsin

Coding Key 100

CODING KEY - VALIDITY SAMPLE
SUBJECT IDENTIFICATION
WEST BEND

The student packet contains 9 forms:

1. Subject Identification
2. Occupational Form A
3. Educational Form A
4. Life Style Indicator
5. Sociometric Instrument
6. Negative Personality Adjustment Test
7. Negative Attitude Toward Others
8. Schultz Dogmatism Test
9. Sewell Leadership Test

I.Q. and Grade Point Average (from list of students)

Missing Data is coded as 9

<u>Col.</u>		<u>FORM</u>	<u>QUESTION</u>
1-2	<u>Sample Identification</u> 01 - Eau Claire, sample one 02 - Watertown, sample two 03 - West Bend, sample three nn - sample nn		
3-5	<u>Subject Identification</u> (Last three digits of identification number found on cover of test form) 001 - subject one 002 - subject two 003 - subject three nnn - subject nnn		
6-8	<u>Card Identification</u> 100 - subject identification card (Forms 100, 200, 500, 600) 1nn - significant other identification card nn 200 - subject expectation card (Forms 300, 400) 2nn - significant other expectation card nn (all and definer) 3nn - reliability retest, significant other expectation card nn (all and definer) 4nn - significant other model expectation card nn 5nn - significant other model expectation card nn reliability retest		
9	<u>Sex</u> 1 - male 2 - female	SIF	Q3
10-11	<u>Age</u> 01 - one year old 02 - two years old nn - years old	SIF	Q4
12-13	<u>Year in school</u> 09 - freshman 10 - sophomore 11 - junior 12 - senior	SIF	Q5
14-15	<u>Father's Occupational Level</u> (From occupational information of questionnaire, see Duncan Occupational SES Scores Appendix VII, column 2)	SIF	Q8
16-17	<u>Mother's Occupational Level</u> (Same as above.	SIF	Q9

<u>Col.</u>		<u>FORM</u>	<u>QUESTION</u>
18	<u>Number of siblings</u> 0 - none 1 - one 2 - two 3 - three 4 - four 5 - five 6 - six 7 - seven n - n	SIF	Q10
19	<u>Subjective Relative Wealth</u> 1 - considerably above average 2 - somewhat above average 3 - average 4 - somewhat below average 5 - considerably below average	SIF	Q11
20	<u>Father's Educational Level</u> 0 - less than 8 grades 1 - 8 grades 2 - 9-11 grades 3 - 12 grades 4 - some college 5 - college degree 6 - advanced degree	SIF	Q12
21	<u>Mother's Educational Level</u> (Same as column 20)	SIF	Q12
22	<u>Residence</u> 1 - farm 2 - rural non-farm 3 - village less than 2,500 4 - town 2,500-10,000 5 - city over 10,000	SIF	Q13
23	<u>Type of Father's Occupation</u> 1 - office work 2 - professional 3 - executive 4 - factory worker 5 - salesman 6 - owns, rents, manages small business 7 - other 8 - owns, rents, manages farm	SIF	Q14
24	<u>Subjective ability of parents to send subject through higher education</u> 1 - can easily afford it 2 - afford it with sacrifice 3 - cannot afford it 4 - student works to help family	SIF	Q15

<u>Col.</u>		<u>FORM</u>	<u>QUESTION</u>
25	<u>Subjective estimate of parental contribution to higher education</u> 1 - none 2 - less than \$500 3 - \$500-\$1,000 4 - \$1,000 - \$1,500 5 - total expenses	SIF	Q16
26	<u>Blank</u>		
27-28	<u>Total MISOR--Occupational Form A</u> (Total of MISOR scores for all significant others--for individual S.O.'s give one score for each page on which name appears, <u>not</u> for the <u>number of times</u> on each page)	SOB OCCUP A	
29-30	<u>TOTSO--Occupational Form A</u> The total number of Significant Others listed in the form	SOB OCCUP A	
31-33	<u>ISO--Occupational Form A</u> Index of Significant Others <u>Column 27-28</u> 4 x columns 29-30 Carry out 4 places and round off the last number (5 or more add 1)	SOB OCCUP A	
34-35	<u>Total MISOR--Educational Form A</u> (Total of MISOR scores for all Significant Others--for individual S.O.'s give one score for each page on which name appears, <u>not</u> for the <u>number of times</u> on each page)	SOB ED A	
36-37	<u>TOTSO--Educational Form A</u> The total number of Significant Others listed in the form	SOB ED A	
38-40	<u>ISO--Educational Form A</u> Index of Significant Others <u>Columns 34-35</u> 4 x columns 36-37 Carry out 4 places and round off the last number (5 or more add 1)	SOB ED A	
41-43	<u>MISOR--Grand total of misor scores for Occupational Forms A and Educational Form A</u> Sum columns 27-28 plus 34-35.	SOB OCCUP A SOB ED A	

<u>Col.</u>		<u>FORM</u>	<u>QUESTION</u>
44-45	<u>TOTSO--Grand Total</u> Sum of columns 29-30 plus 36-37	SOB SOB	OCCUP A ED A
46-48	<u>ISO--Total</u> Columns 41-43 8 x columns 44-45 Carry out 4 places and round off the last number (5 or more add 1)		
49-51	<u>MISOR--Life Style Indicator (TOTAL)</u> (Total of MISOR scores for all Significant Others--for individual S.O.'s give one score for each page on which name appears, <u>not for the number of times on each page</u>)	LSI	
52-53	<u>TOTSO--Life Style Indicator</u> Total number of Significant Others listed on the form	LSI	
54-56	<u>ISO--Life Style Indicator</u> Columns 49-51 4 x columns 52-53 Carry out 4 places and round off the last number (5 or more add 1)	LSI	
57-58	<u>TOTSO--Sociometric Instrument</u> Total number of Significant Others which appear on form, not the number of times	SOCIO	INSTR
59-61	<u>Negative Personality Adjustment Test (31 questions)PAT</u> 1. Reverse Scoring Questions: 1,2,4,6,10,12,14 18,19,20,24 <u>Reverse Scoring</u> 1 - 5 2 - 4 3 - 3 4 - 2 5 - 1 2. Add Score		
62-64	<u>Negative Attitude Toward Others (28 questions)</u> 1. Reverse questions: 1,2,12,13,15,17,19,23 (Same as above) 2. Add Score	ATO	
65-66	<u>Schultz Dogmatism Score</u> Number of "agree" checked	SDS	

<u>Col.</u>		<u>FORM</u>	<u>QUESTION</u>
67-68	<u>Sewell Leadership Test</u> Number of Activities checked	SLT	Q1
69	<u>Sewell Leadership Test</u> 3 - greater 2 - about than average 1 - less	SLT	Q2
70-72	<u>Subject's I.Q.</u> (From West Bend High School List)	IQ	
73-76	<u>Subject's GPA</u> (From West Bend High School List)	GPA	
77-79	<u>Blank</u>		
80	<u>Card Tag</u>		

If columns 6-8 are	<u>tag</u>
100	1
1nn	2
200	3
2nn	4
3nn	6
4nn	8
5nn	0

CODING KEY - VALIDITY SAMPLE
(WEST BEND)
SIGNIFICANT OTHER IDENTIFICATION

CARD
lnn

1. S.O.'s name goes on the top of the coding sheet.
2. Label the coding sheet on the left margin:
lnn
2nn
3nn
4nn
5nn
3. All S.O. expectation are to be coded on the S.O. identification sheet lnn.
If the sheet is not divided into blocks of 5, after every 6th line, draw
a heavy line.
4. Any missing information is to be coded as 9!!

COL.

1-2

Sample Identification

01 - Eau Claire
02 - Watertown, T₁
03 - West Bend
nn - Sample nn

3-5

Subject Identification

The last three digits of the identification number are
found on the cover of the test form:

001 - Subject 1
002 - Subject 2

6-8

Card Identification

100 - Subject identification card (Forms 100, 200, 500, 600)
lnn - Significant other identification card nn
200 - Subject expectation card (Forms 300, 400)
2nn - Significant other expectation card nn (all and definer)
3nn - Reliability retest, significant other--expectation
card nn (general and definer)
4nn - Significant other mode expectation card nn
5nn - Significant other--mode expectation card nn--
Reliability retest

<u>COL.</u>		<u>FORM</u>	<u>QUESTION</u>
9	<u>Sex</u> 1 - Male 2 - Female	S.O. IF	Q3
10-11	<u>Age</u>	S.O. IF	Q4
12-13	<u>Year in School</u> 09 - Freshman 10 - Sophomore 11 - Junior 12 - Senior	S.O. IF	Q9
14-15	<u>S.O.'s Occupational Level</u> NORC SCALE: Duncan Revision of North-Hatt Occupational Prestige Scale (For students with a part-time job, code as 98. For housewife with a part-time job, code as 97)	S.O. IF	Q6
16-18	<u>Blank</u>		
19	<u>Subjective Relative Wealth</u> 1 - Considerably above average 2 - Somewhat above average 3 - Average 4 - Somewhat below average 5 - Considerably below average	S.O. IF	Q7
20	<u>S.O.'s Educational Level</u> 0 - Less than 8 grades 1 - 8 grades 2 - 9-11 grades 3 - 12 grades 4 - some college 5 - college degree 6 - an advanced degree	S.O. IF	Q8
21	<u>Blank</u>		
22	<u>Residence</u> 1 - farm 2 - rural non-farm 3 - village less than 2,500 4 - town 2,500 - 10,000 5 - city over 10,000	S.O. IF	Q11
23	<u>Type of Occupation</u> 1 - Office work 2 - Professional 3 - Executive 4 - Factory worker 5 - Salesman 6 - Owns, rents, manages small business 7 - Other (student, deceased, retired) 8 - Owns, rents, manages farm	S.O. IF	Q12

COL.FORMQUESTION

- 24-25 Relationship of Other to Subject
01 - Father
02 - Mother
03 - Brother
04 - Sister
05 - Other relative
06 - Friend, same sex (peer)
07 - Friend, opposite sex (peer)
08 - Teacher, guidance counselor
09 - Adult friend or acquaintance
10 - Friend, unsepecified

- 26-29 Blank

- 30 Definer for Self--Occupation SOB OCCUP A Page 3
0 - not listed on page
1 - listed on page once or more than once
- 31 Definer for Object--Occupation SOB OCCUP A Page 1
0 - not listed on page
1 - listed on page once or more than once
- 32 Model for Self--Occupation SOB OCCUP A Page 4
0 - not listed on page
1 - listed on page once or more than once
- 33 Model for Object--Occupation SOB OCCUP A Page 2
0 - not listed on page
1 - listed on page once or more than once
- 34 Total--Occupation SOB OCCUP A
Total of columns 30-33
- 35 Definer for Self--Education SOB ED A Page 3
0 - not listed on page
1 - listed on page once or more than once
- 36 Definer for Object--Education SOB ED A Page 1
0 - not listed on page
1 - listed on page once or more than once
- 37 Model for Self--Education SOB ED A Page 4
0 - not listed on page
1 - listed on page once or more than once
- 38 Model for Object--Education SOB ED A Page 2
0 - not listed on page
1 - listed on page once or more than once
- 39 Total--Education SOB ED A
Total of columns 35-38

<u>COL.</u>		<u>FORM</u>	<u>QUESTION</u>
40	<u>Total--Occupation and Education</u> Total of columns 34 and 39	SOB OCCUP A SOB ED A	
41	<u>Sociometric Instrument</u> 0 - not listed on page 1 - listed on page once or twice	SOCIO INSTR	
42	<u>Definer for Self--Life Style Indicator</u> 0 - not listed on page 1 - listed on page once or more than once	LSI	QIII
43	<u>Definer for Object--Life Style Indicator</u> 0 - not listed on page 1 - listed on page once or more than once	LSI	QI
44	<u>Model for Self--Life Style Indicator</u> 0 - not listed on page 1 - listed on page once or more than once	LSI	QIV
45	<u>Model for Object--Life Style Indicator</u> 0 - not listed on page 1 - listed on page once or more than once	LSI	QII
46	<u>Total--Life Style Indicator</u> Total of columns 42-45	LSI	
47	<u>Total of Definer for Self, Definer for Object-- Occupation and Total of Definer for Self, Definer for Object--Education.</u> Total of columns 30 + 31 + 35 + 36		
48	<u>Total of Model for Self, Model for Object-- Occupation and Total of Model for Self, Model for Object--Education</u> Total of columns 32 + 33 + 37 + 38		
80	<u>Card Tag</u> If columns 6-8 are		
	100	1	
	1nn	2	
	200	3	
	2nn	4	
	3nn	6	
	4nn	8	
	5nn	0	

Department of Rural Sociology
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Madison, Wisconsin

Coding Key 200
2nn
3nn
4nn
5nn

CODING KEY - VALIDITY SAMPLE
(WEST BEND)

CARD
200
2nn
3nn
4nn
5nn

This key is to be used for both model and definer forms for cards 200, 2nn, and 4nn (later for 3nn and 5nn on the retest). Responses will vary but the major change is card identification.

- 200 - Subject expectation
- 2nn - S.O. expectation - general and definer forms
- 3nn - Reliability retest for general and definer forms
- 4nn - S.O. expectation - model forms
- 5nn - S.O. retest expectation - model forms

The retest has a green stripe on the envelope.

1. All S.O. expectation are to be coded on the S.O. identification sheet 1nn. If the sheet is not divided into blocks of 5, after every 6th line, draw a heavy line.
2. Separate packet into model and definer form piles (general forms "B" and 400 are coded with definer).

ORDER OF FORMS

General and Definer Forms

Occupational	{	331 (Male or Female)
		332A ODS
		332B ODO; OMO
Educational	{	341 EED
		342A EDS
		342B EDO; EMO
		400

Model Forms

Occupational	{	331 OEM
		332A OMS
Educational	{	341 EEM
		342A EMS

3. First code definer and general forms in 2nn. Then code model in 4nn.

4. Label coding sheet on the left margin:

1nn (Coding Key 1nn)

2nn

3nn

4nn

5nn

S.O.'s name goes on the top of the coding sheet.

5. ANY MISSING INFORMATION IS TO BE CODED AS 9!

COL.

1-2 Sample Identification

01 - Eau Claire

02 - Watertown

03 - West Bend

nn - Sample nn

3-5 Subject Identification

Last three digits on the subject (student) envelope

*Spaces 1-5 can be copied directly from S.O. identification sheet 1nn and put in 2nn and 4nn.

6-8 Card Identification

100 - Subject identification except leadership and I.Q.,
and grade point average

1nn - S.O. identification complete except NORC scale:

*The last 2 digits
of these numbers
will remain the same.

* $\begin{cases} 101 - \text{S.O. } 1 \\ 102 - \text{S.O. } 2 \\ 103 - \text{S.O. } 3 \end{cases}$

The first digit
will change
from one card
to another. For

example: 101

becomes 201

on card 2nn and

401 on card

4nn

200 - Subject expectation

2nn - S.O. expectation--definer and general forms:

* $\begin{cases} 201 - \text{S.O. } 1 \\ 202 - \text{S.O. } 2 \\ 203 - \text{S.O. } 3 \end{cases}$

3nn - Reliability definer retest

4nn - S.O. model expectation:

* $\begin{cases} 401 - \text{S.O. } 1 \\ 402 - \text{S.O. } 2 \\ 403 - \text{S.O. } 3 \end{cases}$

5nn - S.O. model reliability retest

COL.FORMQUESTION

9-29

BlankOCCUPATION

30

Occupational Level

331

Q1

Scoring:

1 - 7

2 - 4

3 - 8

4 - 2

5 - 9

6 - 0

7 - 6

8 - 3

9 - 5

10 - 1

31-37

Use the same ranking as above in 30

Q2-8

38-39

Total Occupational Level (OAS)

Sum of columns 30-37 (excluding missing information--9)

40

Occupational Choice A Set

332A

Q1

1 - Not important at all

2 - Not too important

3 - Somewhat important

4 - Fairly important

5 - Very important

41-43

Use the same rating as above in 40

Q2-4

44-45

Total Occupational Choice

Sum of columns 40-43

46

Occupational Choice B Set--General

332B

Q1

1 - Not important at all

2 - Not too important

3 - Somewhat important

4 - Fairly important

5 - Very important

47-49

Use the same rating as above in 46

Q2-4

50-51

Total Occupational Choice--General

Sum of columns 46-49

EDUCATION

<u>COL.</u>		<u>FORM</u>	<u>QUESTION</u>
52	<u>Educational Level - Ideal</u> 1 - Quit school 2 - Finish high school 3 - Go to trade, business school, etc. 4 - Go to college 5 - Get an advanced degree	341	Q1
53	<u>Educational Level - Real</u> Same as above		Q2
54-55	<u>Combined Educational Level</u> Sum of columns 52-53		
56	<u>Educational Choice--Set A</u> 1 - Not important at all 2 - Not too important 3 - Somewhat important 4 - Fairly important 5 - Very important	342A	Q1
57-59	<u>Use the same ranking as above in 56</u>		Q2-4
60-61	<u>Total Educational Choice</u> Sum of columns 56-59		
62	<u>Educational Choice--Set B</u> 1 - Not too important at all 2 - Not too important 3 - Somewhat important 4 - Fairly important 5 - Very important	342B	Q1
63-65	<u>Use the same ranking as above in 62</u>		Q2-4
66-67	<u>Total Educational Choice--B</u> Sum of columns 62-65		
68	<u>Intensity and Reliability</u> 1 - Not strongly at all 2 - Not too strongly 3 - Somewhat 4 - Strongly 5 - Very	400	Q1
69	<u>Use the same ranking as above in 68</u>		Q2

COL.

FORM QUESTION

70

General Expectation Level

If columns 38-39 are equal to:

	< 35	36-44	45 >	99
2	1	2	3	1
3				
4				
5	2	3	4	3
6				
7				
8	3	4	5	5
9				
10				
99	1	3	5	9

If columns
54-55 are
equal to:

Check columns 38-39: If 35 or less then use first vertical column.
If 36-44 then use second column.
If 45 or more then use third column.

Check columns 54-55: If 2, 3, 4--use first horizontal column.
If 5, 6, 7--use second horizontal column.
If 8, 9, 10--use third horizontal column.

71-79

Blank

80

Card Tag

If columns 6-8 are:

100 - 1
1nn - 2
200 - 3
2nn - 4
3nn - 6
4nn - 8
5nn - 0

FOR 4nn and 5nn ONLY:

Columns 46-51 Blank
Columns 62-69 Blank

CARD CODING (WEST BEND)

Data for the West Bend sample were coded on seven cards according to Coding Keys 100; 1nn; and 200, 2nn, 3nn, 4nn, 5nn. Coding Keys 100 and 200 apply to the subject (student), while the remainder are for the significant others. Coding Key 1nn identifies the significant others, 2nn - 4nn are for their expectations, and 3nn - 5nn are for a retest subsample of significant others' expectations. The mean scores were calculated on each variable of all the significant others for a particular subject (student) from cards 2nn and 4nn. These were punched into cards M1, M2, and M3 and were utilized in the analysis data with work decks of cards 1 and 3, containing selected variables for the subjects (students) from the original subject cards (coded with Coding Keys 100 and 200). The codes for these cards are included in this section of Appendix E by card key in the following format:

<u>Card</u>	<u>Column</u>	<u>Variable No.*</u>	<u>Variable Name*</u>
1			
3			
M1			
M2			
M3			

*These are the same as the variable numbers and names in the Identification of Variables, Appendix D, where a description of each variable is also provided.

<u>CARD</u>	<u>COLUMN</u>	<u>#</u>	<u>NAME</u>
1	1-8	x	x
	9	1	SEX
	10-13	x	x
	14-15	2	FATHOCL
	16-17	3	MOTHOCL
	18	4	NSIBS
	19	5	WEALTH
	20	6	FATHED
	21	7	MOTHEd
	22	8	RESID
	23	9	FATHOCT
	24	10	AFFORD
	25	11	EXPENSE
	26	x	x
	27-28	12	OCMISOR
	29-30	13	OCTOTSO
	31-33	14	OCISO (.xxx)
	34-35	15	EDMISOR
	36-37	16	EDTOTSO
	38-40	17	EDISO (.xxx)
	41-43	18	MISORT
	44-45	19	TOTSOT

<u>CARD</u>	<u>COLUMN</u>	<u>#</u>	<u>NAME</u>
1	46-48	20	ISOT (.xxx)
	49-51	21	LSMISOR
	52-53	22	LSTOTSO
	54-56	23	LSISO (.xxx)
	57-58	24	SMTOTSO
	59-61	25	NPAT
	62-64	26	NATO
	65-66	27	SDS
	67-68	28	LEADACT
	69	29	LEADER
	70-72	30	IQ
	73-76	31	GPA
	77-80	x	x
3	1-37	x	x
	38-39	32	OAS
	40	33	OCAQ1
	41	34	OCAQ2
	42	35	OCAQ3
	43	36	OCAQ4
	44-45	37	OCAT
	46-53	x	x
	54-55	38	EDULEV

<u>CARD</u>	<u>COLUMN</u>	<u>#</u>	<u>NAME</u>
3	56	39	EDAQ1
	57	40	EDAQ2
	58	41	EDAQ3
	59	42	EDAQ4
	60-61	43	EDAT
	62-67	x	x
	68	44	STRONG
	69	45	CERT
	70	46	GENEXP
	71-80	x	x
M1	1-51	x	x
	52-57	47 (f 6.4)	MOAS
	58	x	x
	59-63	48	MOCAQ1
	64	x	x
	65-69	49	MOCAQ2
	70	x	x
	71-75	50	MOCAQ3
	76-80	x	x

<u>CARD</u>	<u>COLUMN</u>	<u>#</u>	<u>NAME</u>
M2	1-4	x	x
	5-9	51	MOCAQ4
	10-15	52 (f 6.4)	MOCAT
	16	x	x
	17-21	53	MOCBQ1
	22	x	x
	23-27	54	MOCBQ2
	28	x	x
	29-33	55	MOCBQ3
	34	x	x
	35-39	56	MOCBQ4
	40-45	57 (f 6.4)	MOCBT
	46-58	x	x
	59-63	58	MEDULEV
	64	x	x
	65-69	59	MEDAQ1
	70	x	x
	71-75	60	MEDAQ2
	76-80	x	x
M3	1-4	x	x
	5-9	61	MEDAQ3
	10	x	x
	11-15	62	MEDAQ4

<u>CARD</u>	<u>COLUMN</u>	<u>#</u>	<u>NAME</u>
M3	16-21	63 (f 6.4)	MEDAT
	22	x	x
	23-27	64	MEDBQ1
	28	x	x
	29-33	65	MEDBQ2
	34	x	x
	35-39	66	MEDBQ3
	40	x	x
	41-45	67	MEDBQ4
	46-51	68 (f 6.4)	MEDBT
	52	x	x
	53-57	69	MSTRONG
	58	x	x
	59-63	70	MCERT
	64	x	x
	65-69	71	MGENEXP
	70-80	x	x

APPENDIX F

Transcripts of Detailed Interviews Interviews with Two Young People and One of the Significant Others of Each

1. Justine E _____
2. Justine E _____'s Mother
3. Ann B _____
4. Ann B _____'s friend Rosemary S _____

1. Justine E ____: High School Senior, Janesville, Wisconsin; 17 years old.
- Q: Justine, how do you spell your last name? Justine, is that how you spell it?
- A: Yes, J-u-s-t-i-n-e, and my last name E ____.
- Q: Where do you live?
- A: I live at Rural Route __; mailing address is Janesville, Wisconsin.
- Q: Do you live on a farm or do you live on a . . .
- A: Well, we live on a . . . we have about seven acres. We have horses, dogs, and ducks and we have quite a few animals which is very enjoyable, but, I guess they classify us as a farm but we don't carry out any farming at all.
- Q: I see. What does your dad do?
- A: He's a salesman for Color Arts of Racine, Wisconsin.
- Q: What does Color Arts make?
- A: Well, actually they work indirectly through 3M Company. They make silk screen processing and they use 3M products.
- Q: I can see right now we are going to be in big trouble because one of my real good friends lives two doors away from me at home and he works for . . . he's a salesman for ah . . . what's the name of it now, some other tape company. A big competitor of 3M. He sits down after he comes home from work and he says, jeepers, creepers, I could be out selling 3M stuff and here I am. Golly, I can't remember the name of that.
- A: Gosh, I wouldn't know.
- Q: So your father and he are probably competitors.
- A: Most likely. Sounds that way.
- Q: Justine, what kinds of jobs have you thought that you might like to take when you . . .?
- A: After I am out of college?
- Q: Yes.
- A: I am especially interested in horsemanship. In fact, I have gone along this line for six years. And, right now I am under a German trainer who has trained the white horses of Vienna. You have heard of those?
- Q: Oh, yes, as a matter of fact I saw a movie about them.
- A: Did you? Yes, well, I am now under his teaching and working with my own horses. And I have a horse now that is working out very nicely. But, I plan on completing my four years of college and mainly because I want something to have this education. Because I believe a person should further their education as far as they are able to and actually when I get out of school I would like to teach horsemanship. As it is, I cannot actually afford to go to a college where they do have horsemanship, and usually it is a college in the East which is just a kind of finishing school. I want to be able to teach horsemanship and I feel that college will help me out all the way in my life and if I ever have to lean back on something, a teaching career such as English, which is my favorite subject, would be very handy.
- Q: Why do you like to be around horses or teach horsemanship?
- A: Well, I find a great understanding between horses. I mean they are real true to you--they are not false. There are people in this world that are quite false. Horses just aren't. You find a great relationship between them.

- Q: How come you don't want to be a dog trainer?
- A: I don't know. I just picked horses. I have always liked horses. When you ride them there is a great feeling when you have a horse that is really working well under you.
- Q: Sportscar driver?
- A: No.
- Q: Grand Prix racer?
- A: No.
- Q: What do you do when you train horses? I'm from New York myself. You have got me completely confused about them.
- A: Gosh, right now I work about an hour and a half a day at a slow trot, sitting and making circles and changing my gait from a walk to a trot and this teaches them to keep its head down because I use side reins which are Martingale type of thing which pulls the horse's head back and keeps it firm in the place where it should be. Actually, the training I am going through is dressage. You teach the horse its natural way of going. There is nothing false or fake about it. You just naturally teach the horse in its way of going. Actually, you are in practice to have a horse that makes side steps as you probably saw in the movie and work gracefully in everything and to be all under control.
- Q: Are those the horses by the way, I think I remember that much, that during the war the director had to save them.
- A: Oh yes, Pedesky or something like that? Yeh, it is.
- Q: What do you like about doing that sort of stuff? What is it like, not just what do you like about doing it, but what is it like. What do you do?
- A: Oh gosh, I don't know. You go out and work with something and when you get done after an hour and a half you feel that you have accomplished something. It really is, because you have a horse that is entirely different than you and you have to work together to find an understanding actually between yourself and work together to perform what you want.
- Q: Do you work with other people there very much?
- A: Do you mean with my horses and other people?
- Q: Yes, are there other people around when you work?
- A: Well, you see I have also taught horsemanship. This summer, I spent teaching horsemanship. And usually I had young students, but I had students from Madison and East Troy. There are people who really want to learn and they have no one to learn from. And so through my relationships with them and my horses I tried to teach them how to ride.
- Q: Why is it that you want to get associated with the teaching end of it?
- A: Because I like to help other people also further their education because I know there is a lot of people who would really like to learn and I myself want to learn the right way and then pass this on to other people.
- Q: Is there a lot of people doing this?
- A: Oh, I don't know. Horses are becoming more popular every year, they state. But as far as teaching and the qualified teachers there just doesn't seem to be. But, it is hard to. Everyone has their own theory. It is hard to pick the one that you think is right. When you do pick that, who's to say that you have picked the right one. I have had three trainers now. This is my fourth one. And now this fourth one I have found is really the best one that I have had so far.

But, I'm still checking with an open mind. There are still other things . . . things which I may find out myself later on.

Q: How did you get interested in horses?

A: Gosh, I don't know. I think it's something you just have, I guess. We had a pony when we first started out. My father got it for us. My brother and I, that is. Then it just gradually grew. I just liked horses. When it first started out, I didn't consider it as a life career type of thing, but then I became more interested in it and it is the only thing that I really like to do except there are little minor things I like to do.

Q: Well, would you say that anyone had any influence in your choosing that?

A: No, I don't think so. My parents helped me add everything possible to further my education and have given me in the horse field everything I've needed to further my education. But, actually they haven't influenced me to do it at all.

Q: Do they like your doing this?

A: Well, I think my mother is for it because she feels that I should have this interest and she likes to see me not be like other girls running around and this type of thing like some of them tend to do at this time of their life and she likes to see me interested in something like this. While my father says it's OK that later in life it will give me a good income and everything if I do stay single. But, he also feels that there are other jobs that are more important such as maybe teaching school or something really getting up on education.

Q: Have you ever thought of teaching school?

A: Yes, very much. I'm very interested in English, and I would like to teach later on maybe if my horsemanship thing somehow doesn't work out. You're apt to become so that you can't teach horsemanship so that you can't ride. So something that I can lean back on I would like to teach.

Q: What do you think it would be like to teach in school?

A: Gosh, I don't know. Seeing this high school here and the way it's run and the conflicts that arise between oh, such things as the faculty and the way it's run and the office and the way the teachers like to have it run. The students themselves. There are so many students that have no desire to learn or they want to be careless somehow on their education process. I think probably maybe the younger students would be easier to teach or else the college. But, I think that probably the hardest students to teach would be the high school students.

Q: How did you become to believe these things?

A: I guess through seeing other people and maybe seeing other people's mistakes in such things as ignoring education and that type of thing. So, I just formed my own ideas.

Q: Anyone in particular?

A: No. I see the people that are underprivileged that actually come from a family where their moral standards aren't good. They just don't stress this education at all. And, it makes me feel that they should have an opportunity through their teachers to understand the meaning of education.

Q: Did you ever think of anything besides these two things as possible occupations?

A: Yes, since I have this interest in animals, I thought about being a veterinarian. But, for a woman's job and my father was not very much

for this at all so it was just kind of dropped really, and my horses and teaching and I found this new instructor so that has been my main interest now.

Q: Who was your first instructor?

A: Well, his name was Jan J _____ and he had a stable in Oconomowoc, Wisconsin.

Q: How did you happen to run across him?

A: We were just . . . His stables are off of Highway 67 and 30, you know, where that runs between Madison and Milwaukee, and we just happened to see the sign up there one day and we went in and asked him about it. Previously, I had been riding western, but he had trained English, and my mother thought that there was a right way of doing this instead of just getting on a horse and going. There must be a right way. So, we discussed this with him and I just started taking lessons from him and my interest grew and I just continued.

Q: Well, let me see if I can get this straight now. Before you went to him were you interested in becoming professionally involved in horses.

A: No.

Q: You just rode them because you had them before?

A: Yes. After a pony I had a horse. You just get on a horse and if you ride and there is no certain way to do it you can't really get the pleasure out of it, I don't think. I don't know how a person can now that I understand. I can see how I did before, but now that you understand how things are carried out, you would like to further other people's education.

Q: Well, at this time when you decided to go see this first instructor, why did you decide to go there?

A: Well, I don't know. He was the only one, truthfully, in the area.

Q: Not him in particular. Why did you decide to take training at all?

A: Oh, because I wanted to learn the right way. I, as my mother, felt that there must be a right way to do this because you just don't take two different things, such as a horse and a person, and just throw them together. There has got to be a right way to do it.

Q: I just take a little bit of notes here. Just tell me, for myself, back to the tape. We have sort of a complex scheme for putting these answers into categories, and even sometimes I forget how to work it out.

A: Yes, I imagine it must be a rather difficult job to talk to a lot of people.

Q: Now, you say then that you decided to go into horsemanship training because you felt that there must be a right way to do it. And, you wanted to do it the right way. When did you first get the idea that there might be a right way to ride that you could be trained?

A: I guess I was about 12 years old when this all started, when I did start to train under this man. And, as I gradually trained and worked with the horses, I saw a difference in the horse and myself because we worked better together and there was really a way . . .

Q: Before you went to him now?

A: Oh, before?

Q: When did you first think . . . by the way, how old were you then?

A: I was twelve then, when I first went to him.

Q: And, how old are you now?

A: I'm seventeen.

Q: Are you a senior?

A: Yes, I am.

Q: You say your mother thought that there might be a right way to do it. Would you say that she encouraged you?

A: Yes, she did. She was a professional ballerina, and in her schooling and her teaching she came across, of course, instructors who were better than others. But, she knew that there was a right way to do it. I mean there is just a set pattern. And so she encouraged me. Yes, I would say in the fact to learn how to do it.

Q: What about your dad? What did he think about your training?

A: Truthfully, he just kind of went along with it. I mean, he gave me the money for my lessons and that was about all. He had no other interest.

Q: When did you leave the first instructor?

A: Well, truthfully, he moved up north and I found another man down here who is his son, Jan J _____, who taught basically the same things but he had a little different way. He stressed some things more than his father, so I started taking lessons under him. It didn't make the father very happy but . . . I took under him anyway because it was handier.

Q: Then why did you leave the son?

A: Well, because I felt that I got to a point where he couldn't teach me any more. He wasn't as advanced as his father, and he was mainly interested in jumping and I am mainly interested in dressage, so I left him. Then, I met a man who is also a German and his name is Mr. S _____. He's from Beloit, and I took lessons from him for not more than a year because he stressed jumping. It seems that all these people like jumping and they don't want to take the patience and work to work with dressage.

Q: How did you find out about him?

A: Mr. S _____? Gosh, I don't know. Let's see. From friends I have. I think I found out from a girl friend of mine who is also interested in jumping. In fact, she went to the state competition at Madison this year and did very well.

Q: How long have you known her?

A: Oh, gosh, for about seven years. She is the daughter of the veterinarian.

Q: Where did you meet her?

A: I guess my mother. You see, my mother raises purebred basset hounds. So, through that we met her.

Q: When you met her was she interested in horses?

A: Yes, she was and she is still interested in horses. She is going to finish her education in Kansas.

Q: Were you interested in horses then?

A: Yes.

Q: How long had you been?

A: Oh, gosh, I don't know. Probably about three years.

Q: Would you say you are anything like this other girl?

A: No, not now. She has changed considerably. She has boys on her mind constantly. That is all she thinks of. She has forgotten her horses almost.

Q: Were you then like her?

A: No, she has completely changed. She takes horses now as a hobby, and if she gets time from all the activities she has to have from all her dates, then she rides about once a week is about what it averages out to, not any more. It is just a matter of different interests and everything. 298

- Q: You met her through your mother then?
- A: Yes.
- Q: Your mother used to raise purebred basset hounds.
- A: Purebred bassets, yes.
- Q: Would you say that you got your interest in animals through your mother?
- A: Could be. She has always had the dogs and they were the first animals that I was ever associated with.
- Q: Do you like animals in general besides horses?
- A: Oh yes, very much so.
- Q: Now, what about your education. What do you think education is like?
- A: Well, it is a continuing process and it is a process that there is no end to. Every day I figure you are not living unless you gain a little education every day. Because there is so much to learn and I feel that through books you gain a lot of education. Right now, I read on the average of two books a week if I can possibly get through it.
- Q: What do you usually read them about?
- A: Oh, gosh, right now there are 120 books that are recommended to enter into college. So, right now I am on that list right now. And, there is very different subjects like there is Kipling's stories about the jungle and there is Pride and Prejudice by Jane Austin and there is just a different variety of books.
- Q: When you think about education, what branches or kinds of it do you think about?
- A: Mainly the teaching and trying to help people so that they are not ignorant of education and its values, and the need for it in our country with all its complex problems and everything.
- Q: How does education help people?
- A: Well, it brings an understanding of other people, I feel. And it helps them cope with their problems and makes them more of an adult.
- Q: What makes you think that?
- A: Well, I guess the way I've seen education work through other people maybe. People who are not privileged to have parents that stress education and that type of thing.
- Q: Anyone in particular?
- A: No, no one in particular, just like there are a few students in this school who their moral standards are not set because of their parents' and their standards of education aren't set. I think a lot of this stems from their parents. Parents, to begin with, have formed a person's life. I mean they begin to form a person's life by stressing the things that are important, and leave the things alone that are not important for your happiness.
- Q: What do your parents think about all this education?
- A: Well, my mother is very culturally minded and she is very active in a lot of things like Janesville's theater. She is active in that and different things and she feels the same way as I do that ignorance is what has made this world the way it is. And lack of education has caused these problems we have. But my father. Well, he's just busy. I hardly ever get a chance to talk to my father. He's just busy. He's a businessman and he travels and you just don't really . . . I don't believe you get to know your father like you get to know your mother. There just isn't the time.
- Q: What do you think he thinks about education?

- A: Well, I believe that he thinks that everyone, of course, should educate themselves as much as possible. When he was younger, he went through high school, of course, and then he had two years of college. For financial reasons he had to quit, and he wishes that he could have continued on also to further his education. He is also always reading as much as he can and that type of thing.
- Q: Your father reads a lot then?
- A: Yes, and he takes a course once in a while at Vocational School. He takes everything from aircraft engineering to things like history or something like that.
- Q: Does he ever talk to you about education?
- A: Not much.
- Q: Does your mother?
- A: Yes she does. She is very happy on my views on education and is really satisfied that I want to go on and she especially stresses that I should go on to college even though I do have this horsemanship thing in mind.
- Q: Do you ever talk to anyone else about this?
- A: No. I really truthfully don't have any friend except for this girl that I mentioned who is really a close friend. Somehow I find that my mother is my best friend. I mean she is my closest friend.
- Q: This other girl that you mentioned, is she the one who trained the horses?
- A: Yes.
- Q: You say she fell apart in her old age?
- A: I feel that she did, but, that is just my view, now. Many people would not say that.
- Q: What does she do now?
- A: Well, right now she is going to high school. But, she has so many extracurricular activities and dating and that type of thing so her grades are very poor. But, she wants to go on and she wants to go to Kansas State. Now what she'll do, I don't know. But, truthfully, the way it stands right now, I think she'll probably start college, but I think she'll probably marry when she's young.
- Q: You don't think that is for you though?
- A: No.
- Q: You haven't thought about getting married?
- A: No, I haven't really.
- Q: Well, what do you think. Do you think you will eventually?
- A: Oh yes, eventually. I think marriage is a very fine thing for later life. Because I think the trouble now is that the parents, they are too young. They really couldn't get their ideas assembled enough themselves before they had a child to take care of. They have to now assemble his ideas and they don't have any ideas of their own.
- Q: How old do you think a person should be when they get married?
- A: Gosh, I don't know. Maybe 25 or 26 is plenty soon enough and even older.
- Q: How old were your mother and dad when they got married?
- A: Gosh, I think my mother was 19 and my father was 23 so . . .
- Q: What do you think about marriage? What do you think it would be like?
- A: Gosh, I don't know. Well, of course it would depend entirely on who you married, as to your social activities and that type of thing. But, I think it is a very grand thing to have children and bring them into this world, you know, and teach them education and

to further the world so that in some way a little later in life they can add a little bit to this world also.

Q: Why do you think it would be a good idea to have children and to teach them and educate them?

A: Gosh.

Q: Who do you know that thinks that?

A: Nobody. My mother does, of course. She believes that her . . . she was a professional ballerina and she got married and had both my brother and I so now she feels that her main goal in life is to set herself in life and add to the world through us what she can. So, the only way that this world can ever get its problems figured out is, I think, through education.

Q: Who do you know who would agree with you on how old a person should be when they get married?

A: Not very many teenagers in this school right now. There are a few who are willing to go on and get an education and later life is the time to marry. But, really today the teenagers, it doesn't seem like there . . . they just don't . . .

Q: Do you know anyone who agrees with you?

A: Yes, would you like to have me name them?

Q: Yes.

A: O.K. There is Linda S_____, there is Janet B_____ who is our foreign exchange student. She is in Germany now during the school year. And there is Mary W_____ and Karen B_____ and Nancy G_____ and these are all girls who are interested in education and are working just as hard as they can.

Q: Are they good friends of yours?

A: No, they aren't. They aren't really good friends. They are friends and everything they are acquaintances.

Q: Would you say you spend more time with them than with other girls?

A: Yes.

Q: And, they are in favor of education and things like that?

A: Yes.

Q: About how much time would you say you spend with these girls?

A: It doesn't seem like hardly any at all. My mother kind of gets after me because I don't seem to socialize enough. But, like during lunch hour, I don't eat lunch, I go in the library and read during lunch. And, the classes during the day, of course, are all full. There are very few of them where you have any study. And, I have been in the habit of having a full schedule so I have no study hall usually unless a class would have a study hall for some reason. I just don't get much time to talk to these girls except saying "Hi" in the hall. When I return home at night I ride for maybe two hours. I have two horses now, so it keeps me very busy. And then by that time I have to spend about an hour and a half or two hours on my homework at least. And then I, of course, don't watch television or anything. And by that time I read for maybe fifteen minutes to a half an hour and then it is time to go to bed so you can get up bright in the morning. So, I really don't have any association with these girls much at all. As far as during the summer, our family takes a family vacation. Last year, we went to Canada and up into the western United States. So that pretty well takes up my summer and the rest of my summer I spend teaching.

Q: Let me ask you an unusual question. If you could do anything you wanted, if you could have any occupation you wanted, absolutely no bars whatsoever, what would you like to be?

A: I would really like to excel at my horsemanship. I want to be a person who could maybe go to the Olympics later in life. Of course, now I can't because I have taught and the reason why I have taught is because I need the money. I have to have it, you know, in order to further my own education. But, I want to reach the highest I can possibly reach and I don't mean the highest by going to shows and winning all the high points or anything. I mean the highest where I can feel myself that I have really reached the top. That is what I want to do.

Q: Why?

A: Because this is my great desire. I really . . . I don't have any other desire that is any greater than this. This, I really want to reach the top. And, I just have a desire to do it.

Q: Why do you want to be so good at it? Why don't you just want to be ordinary?

A: Well, because, I guess, most people would just be ordinary.

Q: How did you end up being different? That is what I'm trying to say.

A: I don't know. My mother keeps telling me that I'm a little different because my views are different and I am. Like I don't care for this wild music and this mini skirts and this stuff. This is all out. It is to me just terrible. I mean, you know, I don't view this the same as most teenagers do. I like to sit down and listen to a nice symphony orchestra or something like that, you know. Classical music.

Q: Do you have a favorite composer?

A: Oh, I like Mozart. I really like him. I have a record player in my own bedroom so I can play something and do my homework at the same time, which is really great, I think.

Q: How do you think you came to like classical music?

A: Well, mainly because my mother played it, of course, all during my younger life and so I just kind of became used to it, I guess, and enjoy it very much. Because now, it is just a bunch of yelling and noise and that seems to be about all.

Q: Yes, it does get to be kind of noisy. Now, is there anything else that you think you would ideally like to be?

A: I want to be successful in my career and I want to gain as much education as I can. And somehow, sometime in my life I would like to help other people. I think the Peace Corps is a good organization. I thought that later on in my life I would like to try the Peace Corps for a couple of years to see if I could help. But, from what I have read of the Peace Corps, there has been a lot of controversy over it. I bought three books on the Peace Corps and so it's the type of thing that I think you would really have to get into contact with somebody that has already been in it to give you the true picture of what it is like. But, if I was to teach I would like to teach in a school where underprivileged people such as the Indians. The Indians in northern Wisconsin are in a very bad state. Right now their population is rising to the point where it used to be before the Americans came here. But, their standards are going down and the average Indian only lives to be about 43 years old. So, I feel that this is all from lack of education. I mean, all kinds of things I imagine the education these people need.

Q: Why do you think that education will solve these people's problems?

A: Because I think ignorance just breeds problems. It does because if people don't have the education, I mean all kinds of education, such as even medical education or education in English or communications or anything like this, if they don't have this understanding, they can't possibly understand each other.

Q: Where did you get to think that?

A: I don't know. It's amusing the things you ask me now because I never thought about where I ever got to think about this.

Q: Well, who do you know that thinks like that?

A: I don't know. I guess my mother thinks slightly of this. But, I don't think she thinks of it quite to the extent that I do.

Q: Your mother thinks a little bit differently about it than you? How would you say she differs?

A: Oh, gosh. Well, I don't know. She feels that everyone should try to excel their education as much, you know, as they can. But, I don't know if she is as much for passing on education like someone going out from their own society or their own place of life and going to a poor group to pass on this education.

Q: She doesn't care for this?

A: I don't know how come but it is just her views. I don't know if she is against this idea of mine or not. I really don't know.

Q: What about your father? What does he think about that?

A: Well, for some reason my father wants to see me married and have children and be very prosperous and marry someone who has plenty of money. These are my father's views. My father is very different from my mother. So he doesn't accept this too much. He feels that I should really prosper, you know, and he feels that I will prosper the most in the type of line that he suggests and I feel that I will prosper the most through what I want to do.

Q: Do you have any idea where you got the idea that you would like public service work?

A: No.

Q: Do you know anybody that does that?

A: No, I don't. Well, I should say I know the Dean of Girls at Janesville High School, Marilyn M_____, and she is very nice and I have just an acquaintance with her and that is the only one that I could say that I know. But, I have a feeling of sorrow for people that just don't have this privilege. They are just underprivileged like the Negro today. I mean, down South it is just fantastic when you travel through that country and you see what they have to live through and live in and, truthfully, we have done a lot of traveling through the United States and especially through Arizona you notice the Indian. Some of the Indians there don't know any English at all. They have no way to communicate between other people. They can't further their education and they live on the worst land that this whole America's got, which our government gave to them, which couldn't be farmed anyway. All they can do is raise sheep. There are actually some Indians who . . . I read an article where an Indian from that area, Arizona, had never seen a white man until a couple of years ago. There just is no communication. There has got to be a better way.

Q: You think that's wrong, then, that some of these people are down-trodden?

A: Yes.

Q: Where did you get the idea that it was wrong. When did you start to feel that it was wrong?

A: Oh, gosh, I think that they live in such a poor condition and they don't get the enjoyment out of life. They just don't; they can't. And I think life is here for us to live and to add to other people what we can and also enjoy it while we are doing it.

Q: Have you talked to anyone about these ideas?

A: No, only my mother.

Q: What does she think?

A: Well, she always accepts my ideas and thinks that they are good, you know, that I have this understanding as she calls it for other people and their problems and everything. She also tells me that I shouldn't get too involved with this idea because I can do so very little and everybody feels that "I can go out and just conquer the world". Well, I don't feel this way. But just to help a few people in a little way would be very nice.

Q: When did you decide that you would like to do that?

A: Gosh, I guess it has been just developing--my ideas and everything and I spend quite a bit of time really thinking about things. Like I mean I'll see a movie like I saw "Old Man and the Sea" last night. Did you happen to see it? It was very good and it has Spencer Tracy in it. It was really good. I spent myself thinking about this for about a half an hour and the conditions and the ways that happen in life and everything. And, I guess, just through thinking and organizing my own ideas in my mind I come to this thing.

Q: Is there anybody else you ever talk to about education or occupations or . . .

A: No.

Q: Do you ever talk to your brother?

A: Well, my brother doesn't have . . . my brother is rather . . . he's just completely different than I am. He likes this wild music and he goes out to these dances and he is all for this type of thing and his grades are not very good now and he has an I.Q. so they say that he could get good grades. But, he doesn't work and he won't work at all, I mean even at home he doesn't work.

Q: Why do you think he doesn't?

A: I don't know. He has no ambition, he has no drive, I just don't know.

Q: It's funny, he comes out of the same family. The same parents.

A: Yes, I know. It is really strange, but he likes to go out and hunt and that type of thing. I mean anything that is real sports. The only thing he has ever expressed any desire to be is an airplane pilot. That is the only thing. But he doesn't like to delve into mathematics or science or anything like this, you know. He's just interested on the surface things.

Q: Who do you think you are more like, your mother or your father?

A: I think I am more like my mother. My father came from a very bad family set up and he really didn't have much of a chance to form his ideas, I don't believe. And my mother did. My mother's father was from Greece and her mother is Czechoslovakian. And so they came over here and they worked hard. And so through them she has gotten the education she has and furthered her own education.

Q: What about your dad?

A: Well, my father came from a separated family and his mother remarried and the situation was very bad. I mean, the stepfather and the son didn't get along so he was sent away to a school, to a Catholic school, and it just didn't work out at all. And so he formed a resentment right away against his mother which he still carries today. So there is not even good relationship today. So, I think a lot of this stems from your parents and your family set up.

Q: Do you ever talk to your grandparents? Your mother's father and mother. Are they still living?

A: Well, my mother's mother is mentally ill and she doesn't know any of us anymore. She is in Rockhaven. And both my grandparents are dead except my stepfather, of course. And he is a very hard person to get along with, so I can see my father's point of view in meeting my stepfather. My grandmother is very religious. Religious to a point where you have a hard time trying to get along with her because that is her only subject. And she is thinking of joining the Jehovah Witness Church now. But these are her views and you can't say whether they are right or wrong. But really, we very rarely see them because of my father's feelings, and I really don't have any contact with my grandparents at all.

Q: What kind of person do you think you are?

A: Well, my mother says I am not average. But I feel that I am a person who has my own ideas and I try to always have an open mind. I like to listen to other people's views on life and weigh them and that type of thing. I'm a person who wants to gain knowledge. I want to add what I can to this world in the short time that I am going to be here.

Q: Where did you get the idea that you want to add to the world? Did your mother ever talk about adding to the world?

A: Yes, she does in a certain way, yes. And I guess I got it stems from her. Almost all my ideas the basic my ideas stem from my mother. She is the only one that I have a close contact with. Maybe this is wrong. Maybe I should have more friends or something to get a different view on these different things, but I don't believe so. I think that I've also formed my own ideas because I'm not with my mother on all things.

Q: How do you differ with your mother?

A: She is very interested in social activities, you know, and that type of thing and Janesville Little Theater and that type of thing. We work together on makeup at the theater. I don't know how I differ, really. She's interested in reading, she's interested in good music, she is interested in world problems and that type of thing. I guess there is really no way that we are really different . . . any great way we are different, you know.

Q: Do you know any boys?

A: Yes, I do. I know this one now. In fact, I've known him for four years. He's 21 now and he's in California.

Q: Do you ever talk to him about . . .

A: No, I haven't seen him for three years. It's just a matter of writing back and forth. And through letters you don't discuss education and that type of thing.

Q: What do you think he would like you to do for a living?

A: Well, I don't really know. He's also from a family that has been rather upset and that type of thing, and he dropped out of high school. He didn't finish his high school education. He's in California, and although he is 21, he is going to go to a two year college there because he wants to further his education. And he likes . . . he, I believe, feels the way I do about education. I don't know. He got all fouled up in his younger life, in his teen years. It just didn't work out. But he is really trying now and he is working hard. He just doesn't know what he wants to settle on for a job.

Q: Do you think that you will go on to college?

A: I guess so.

Q: What kind of higher education will you go for?

A: Right now I'm going to go to the University Extension. Well, I shouldn't say extension. It's a campus; that is what they call it now. But, the reason I am going there is because of financial reasons

and because I want to keep on also with my horsemanship, and now that I have found this good trainer, I would like to stay in this area. I feel that to stay at home, like if you go to a big college as Madison, you have people that--just so many people that you don't form a maybe a relationship between your professors. I hope you don't mind me stating this. This is the way I feel that there are just so many that you don't really get deep into what you're studying. But, it is nobody's fault. That's just the way it is when there are so many to learn.

Q: What about other students?

A: You mean my views on them?

Q: What type of person goes to the university?

A: Well, I believe there is all types of persons. There are people that go there to meet other people.

Q: What's the difference between people who go and people who don't?

A: Well, people who don't go many times is a financial metter sometimes. But they don't have any desire, any great ambition. That's why I fee. that I am very lucky that I do have this ambition to do something, you know. There just . . . I don't know if they haven't found a meaning in life or what goes on. Of course, a lot of them go on to Vocational School and that type of thing. But they become the average person. They don't try to anymore in life. They don't take the things that are set before them to do.

Q: Where did you get the idea that a smaller campus would give you more contact with your professors? Or greater depth? Or . . . did you know anyone that went to larger or smaller schools?

A: Now, I do know Karen M____. She's gone to this Rock County Campus and she states you know that it is really great. And that they don't, I don't know . . . classes are smaller, your professor can help you as an individual more than when you go to a big school where you would just have no chance at all.

Q: What does your mother think about the difference between the big and small schools?

A: She likes to see me go to a small school.

Q: What about your father?

A: It really . . . if I wanted to go to a larger school, he would see that I go if I wanted to. But, he has an attitude where if I want to do it, O.K. He doesn't stand in my way of anything so far.

Q: Is there anyone else who you ever talk to about these things?

A: There just isn't anybody. My mother is the main person I talk to. My ideas have basically been formed from her ideas. But, like I have no close friends. Because, truly, I've found no one yet in my life who I would like to be a real close friend to. I have an aunt who is really not my aunt but is a very good friend of my mother who I talk to on occasion, but never in depth on anything at all.

Q: What about your teachers here? Your guidance counselor, do you ever talk to those people?

A: No. Not at all. My teachers are basically, I feel, very good. They are really working, you know, to educate us and everything. But I don't know. But, truthfully, I hope you don't mind me stating this, between the guidance office and the student, there just isn't the right connection. We had our guidance counselor come in and talk to us in Social Problems class and there just is something missing there. Now I can't say what it is because I don't know. Very few people I don't think ever come in to talk to our guidance counselors here. I don't know whether this is the case in a lot of other schools or what the

average is. But this seems to be not a very good setup, I think so. Of course, this is my own view. Maybe people look at these things differently.

Q: If you didn't want to be involved with horsemanship--I know that is hard to put out of your mind--if you didn't, what kind of qualities do you think a job should have?

A: I think that you should get satisfaction from a job. It should be something you want to do and, of course, in the world we live in you have to have money to live on, it should give you enough money to carry on regular life. I think a job that gives you an opportunity to travel and see the world is very fine.

Q: How much money is enough money?

A: I don't know really. So that you can live comfortably. So that you can have a nice home.

Q: What is comfortably? What is a nice home like?

A: Gosh, I don't know. Well, to me--here we go back to the horses--a nice home means a house of a medium size with about maybe ten acres and a small barn, and a couple of horses and later on in life a couple of children, you know, marriage. I don't believe in just the ambition to go out and make money. That is not what we are here for.

Q: What kind of occupation do you think your husband would likely have when you get married eventually?

A: Well, I sure hope a horsemanship occupation of some type. Maybe he'll be a trainer or something like that. I really don't know.

Q: If he didn't do that, what do you think he would be likely to do?

A: Probably a businessman of some sort. That is a strange question. It is a difficult question. Because, I don't know. Maybe work . . . I have a love for the western part of the United States, so maybe he would be a forest conservationist or something like that.

Q: About how much money do you think he would earn?

A: Gosh, I don't know. Maybe \$12,000 a year. I don't know.

Q: What makes you think that is a good amount of money to earn?

A: I think that it is enough for you to live comfortably on and help other people, if you can possibly help other people. Such as charities and now they have these kind of things . . . you hear so many things about these orphans, you know, where you send \$10 a month and you help someone out, you know. That type of thing.

Q: Let's go back again and ask you some more about yourself. What is the difference between you and other people?

A: Well, I guess, my mother says . . . well, here I go again "my mother says" . . . My mother says I think more than other people. But I do, I believe, and I read more than the average person of my age. I get more views on different things in life and I see things before they would happen. Like you know, in the long run, if you aren't real happy now, in the long run you will probably be happier. You know, that type of thing. I listen to Bill Sands, his lecture, he's the man who wrote My Shadow Ran Fast or something like that which was really exceptionally fine. His views I took and I weighed in my own mind, of course, and that type of thing.

Q: If you could go to any school, any school in the world, where would you like to go?

A: I would like to go to Spatcher High School in Austria. Right now that is entirely out. That is a man's school. But they will take us, like a professor will take a girl that is exceptional, but that is really exceptional.

- Q: Now this man that you are training under now. You are training now? Do you ever talk to him?
- A: No, hardly at all. He is a visa German and he is very . . . I mean, you don't talk to him. He's real strict. He's real stern faced and he doesn't say more than ten words to you except when he is yelling at you when you are doing something wrong. He has rather a loud voice and when you are doing something wrong you know you're doing it wrong. So, I just haven't talked to him hardly at all. Except, well, I have asked him questions, you know, through a few words, as to what his business is like because I am interested in how people are working their business and that type of thing because that's what I'm going to do later on.
- Q: When you go out where do you go?
- A: How do you mean?
- Q: When you go out?
- A: Just go out on a date or something?
- Q: Yes.
- A: I've never gone out on a date.
- Q: Where do you go when you go out yourself?
- A: Well, usually something like Janesville Little Theater plays or like this lecture by Bill Sands. Or Janesville High School plays. I go to concerts in Beloit, usually, and Madison. There are plays in Beloit and Madison.
- Q: Who do you usually go with?
- A: I usually go with, well . . . sometimes my mother and sometimes I go alone. Like I went to this lecture by Bill Sands alone and I have gone to plays before alone and that type of thing. Now that I can drive, my mother has so many things to do it seems, you know, and it's where we are living that I find myself a lot of times going alone because I have no one special to go with. My brother has no interest in these things at all. You can only push him so far, you know, so you can't really push him.
- Q: What does your mother think of your brother?
- A: She's very discouraged with him. But she's just having it hard to change him.
- Q: What does your father think about your brother?
- A: Well, my father is very . . . he doesn't really think it is very serious . . . my mother's views . . . He thinks it is just a time he's going to go through and it won't even make a mark on his life and later on he'll get all straightened out. My mother, of course, feels absolutely different. His grades count now for getting into college, and the way it's becoming, you have got to have better grades in order to get into college with so many people going.
- Q: Just about what are his grades?
- A: Well, last year . . . well, see he was set back a year. So last year his grades were in the C range, so which was average, you know, but he could still do a lot more than that. He just doesn't want to, he sort of drifts along.
- Q: What does your brother think of you?
- A: He thinks I am dull. I am terribly dull to him. He goes to football games and dances every once in a while and he never invites me and he never will, you know, to go along to a football game or something if there isn't anybody else to go, he'll call up his buddy or something like that. And, he just figures I'm rather dull and I'm just strange, and just leave me like I am because I'm not going to change, you know.

Q: What does your brother think of your mother?

A: Well, there is not too good of a relationship right now between my mother and my brother. Because my mother is, of course, trying to correct him and my brother rebels against it all the time and that type of thing. Although we had an accident. We had an old musket and it accidentally fired. It had been loaded for thirteen years and we hadn't known it was loaded. It was given to us as a gift. There was a boy standing across the room and my brother accidentally dropped the gun and shot this boy. It didn't kill him, we were very fortunate, and he just got a bad banged up arm. But, this really hit my brother hard. And recently, just in the last couple of weeks, now, his friend was killed over the weekend. A very good friend of his threw a gun. He has a couple of guns himself, so he's, well, I think, he's kind of looking deeper into life and the things that happen and that type of thing. I think that in a way that really did him good to happen. It's a terrible thing to say because it was a terrible happening, but . . .

Q: Have you ever thought about the University of Wisconsin at Madison?

A: Yes, I have, my last two years in high school. But now as it stands, I'll be moving to a warmer climate because my mother has arthritis and it would just be better if we did and my father would also. So, I believe that probably in the next two or three years we will probably move from this area.

Q: Where do you think you will go?

A: Probably out west somewhere in Arizona.

Q: So where do you think you'll end up in school?

A: I don't know. I really don't know. But I know I would like to do these two years here at the Rock County Campus.

Q: If you had to make a guess now--I realize how uncertain these things are--but if you had to make a guess as to what you're going to end up doing as a living, what do you think will be the thing that you will probably end up doing?

A: For a woman in the horsemanship field, this is a rather hard field because it is a business. And, truthfully, to work for someone else you can do a lot better than if you build your own business up because it just takes money and time. By the time you've got your own business built up, then you're prime time in your life is gone. That's the way it seems to happen with the people that I have met so far in the field of horsemanship. So probably I would wind up teaching, maybe--school. I'll say this because it is against my own ambition and my desire, but I think that is what my main occupation will probably finally wind up being.

Q: So you think then . . . your guess would be that you will probably become a school teacher?

A: That's right.

Q: Why?

A: Well, I don't know. It takes money and it takes different things to get up in the horsemanship education. Truthfully, right now I pay \$25 an hour for a lesson. And, well, it just costs to a point where you, well, you know, there are four of us in the family. We all have our own views and ideas and everything, and we all want to do different things. There's not one of us that has the same desires or like the same things, you know. So in order to have everything go around and fairly, it just doesn't work out financially. So I feel that probably when I enter college my horsemanship education is going to have to

stop. When I graduate from college, I will probably have to pick up teaching. And then from there I will just have to go on as I can in the horsemanship field. Unless for some reason something comes up where I could be an apprentice under someone.

Q: Why do you say you'd end up teaching if you couldn't go into horsemanship you say the alternative would be teaching? Why not being an auto mechanic or bank teller or . . .

A: Because I have a great interest in education and I would like to see education furthered in all kinds of aspects in life, especially if that comes at the end I would like to help the underprivileged.

Q: What level of school do you think you would teach?

A: Well, as I say, I think the high school students are probably the hardest to teach, and I think I would try to teach the high school student. I don't know exactly. As I say, English is my favorite subject and that would be probably what I would teach. I would try to teach, I don't know, things along with it. I don't know actually right now what that would be. Not just to talk about English, there are other things that are related to English in your whole process of life.

Q: Anything else that you might end up being?

A: I don't know. I don't think so.

Q: But this is your best guess then. You think this is what you will most likely end up doing. What would your mother think about that?

A: She thinks it is a fine occupation, school teaching is. I think that she would rather see me in that than teaching horsemanship. She doesn't really think that is a woman's job. But she feels that it is a good occupation.

Q: Your mother prefers school teacher to horsemanship teacher?

A: Yes.

Q: Does she ever talk to you about that?

A: No, she really hasn't delved into it at all except she stresses the fact that I should get this education further on for teaching ability.

Q: Let me ask you this. Why do you think you disagree with your mother on this point?

A: You mean disagree in the fact that I would like to teach horsemanship?

Q: Yes.

A: Because I just have . . . this is the thing that I feel I can do better than anything else because I have this desire. And you have got to have the desire in order to do a good job or you just can't do it. It just won't work out. And, well, I think you could probably do it but you just can't do it as well as if you do something which you really have a desire to do.

Q: When you first developed your interest in horses, when you first started training yourself for horsemanship training, what did your mother think about it then?

A: She just thought it would be a pastime. I mean, that I would have a period where I would go through this. The boys would hit me and, boy, that would be it. There wouldn't be any problem anymore. Then I wouldn't have the interest in horsemanship anymore.

Q: What happened?

A: It didn't work out that way.

Q: How do you think you managed to maintain your interest in horses? How come you didn't get interested in boys?

A: I don't know. I guess because I met this man that I talked about before that is 21 and in California, and at that time in life he became a sensible man and I have an interest in him, of course. Just as a

friend, as a really good friend. I don't know, it just seems like I'm very satisfied. I don't have any desire to go out on dates and do all these things.

Q: Why not?

A: I just . . . I don't know, I can't really tell you why I don't have this desire, but I just don't. I think that this is maybe for later on in life. I think there is no rush. I think maybe part of our problem in this country is that we try to rush through everything. We try to take a kid that is in eighth grade and have him go out and go steady with a gal. It just doesn't work out. It doesn't seem to anyway.

Q: What do you think your mother thinks about that? Would she like to see you dating or not?

A: Yes, she would.

Q: Does she ever say that?

A: Yes, she has. She thinks that it's rather strange that I don't date and she thinks that I should.

Q: Any particular reason why you don't?

A: No, there really isn't any particular reason. I've been asked before but from the people I've been asked before, there are a lot of them that I would not go out on a date with.

Q: Why not?

A: Because I think too much, I guess, and the interest in my views, I just wouldn't care to go out.

Q: Do you know anybody else who feels the same way you do?

A: No, not off hand.

Q: Nobody at all?

A: No. My girlfriend, she'll go out with anyone that will ask her. No matter when they ask her and what conditions, she'll go out. That's just the way she is.

Q: You're different from her though?

A: Yes.

Q: How are you different?

A: Well, I just read, I try to think life through a little bit before it happens and before things take place and she does it all of a sudden and she doesn't give any thought to it. And really has no real . . . I believe she is going to Kansas State so she can get to know people. She is not going there really to gain an education. She has told me herself that she wants to get away from her family. They have seven children which is maybe understandable because it is a lot of work and things to do. Of course, she doesn't do them at all because she is too busy with her other things. But she wants to get away from her family and do things.

Q: Why do you think she is different from you? I mean, how did she end up to be different from you? How did you end up to be different from her?

A: I don't know. Maybe it's just the way different people reason things out in their own mind. Of course, your parents have something to do with it. But if you don't think and you do things, you just do them like the rest of them. You become a conformist and you don't do things as an individual.

Q: What would a boy have to be like before you would date him?

A: Well, he would have to be quite polite and neat. He'd have to go someplace which was agreed, like to dinner or maybe to a dance which was social, that type of thing. He'd have to drive well, which I

think is important because it is something that involves not only him, but other people there on the road. And, truthfully, he shouldn't drink, you know, that type of thing, and I think you just don't go out with a boy once. You get to know him a little bit better before you go out with him.

Q: What does your mother think about that?

A: She thinks I'm wise in thinking this, but still she thinks I should date to get to know people and . . .

Q: What about your father, what does he think about this?

A: Well, he thinks it's kind of strange that I don't date also. He tells me that I should go out and date and that type of thing. They both feel the same on that point.

Q: What do you think of when they tell you that?

A: I feel that they maybe want to push me into something which I don't want to do. I have no desire to do now. I think that later on I will have a desire to do this. But I do have this interest in this other person. I just have no desire. I imagine that he dates, probably quite a bit.

Q: Do you expect you'll see him when your family moves to the West?

A: I don't know. Maybe not. We just have a friendship, that's all, and nothing, of course, which I figure later on in life will amount to anything at all. But it is very nice to have this type of friendship really.

Q: Would you say his opinion is worth listening to when he gives it?

A: Yes, usually.

Q: What does he think about dating?

A: Well, of course, I've never asked him such a thing. He has never really stressed it, but I think he does it quite a bit. I think he thinks it's socially, well, he lives in California in Los Angeles and it is a type of thing that you just do. You go out maybe every Saturday night and you take a girl to a fancy place. He has enough money because his parents have enough money.

Q: What do you think he would think about horsemanship as opposed to teaching? Which do you think he would rather see you do?

A: He would probably rather see me do nothing at all. He is the type that would like to live off his father's money. And so I don't know how come I have this great desire for him or anything else . . . how come I like him the way I do. But he is just so polite and courteous and very nice, you know. But, you know, I don't think he would like to see me in any occupation at all.

Q: What do you think he thinks you are like?

A: Well, I don't know.

Q: Do you think he thinks you're likely to do that or do you think he thinks you're likely to . . .

A: He thinks I'm likely to probably get married and have a family and that is all. That's probably what he thinks.

Q: Would you think that he understands you well?

A: No.

Q: What do you think about his opinions on education?

A: Well, I think he is really trying hard now. I think his opinions of education now are really good. I mean he went through this terrible time when he couldn't do anything. He just went from thing to thing. He was a garage mechanic one day and the next day he was fired and worked for the road construction or something like that out of Milwaukee. And he has now gotten to the point where he sees that education is important. But I don't think he has any understanding

of underprivileged people. He is in this because he wants to make money for himself.

Q: Is there anybody else that you talk to about these things?

A: No. No one else at all. You are the first other person that I have ever answered these questions at all to in my whole life. I just never talk to . . .

Q: Anybody talk to you about them?

A: No . . .

Q: About this idea of public service and helping the Indians and poor people?

A: No.

Q: Are there any books that influence you at all?

A: Oh, yes, well, books have influenced me a lot because I read books. I take one subject and I read maybe three or four books and then I'll kind of summarize it up myself. Like, the Peace Corps books. Right now, I think it's a fine organization, but it needs improvements in some places. In some places, it isn't doing any good at all. But it is hard to get things from books because you can't really understand something unless you are there to get it firsthand.

Q: Well, Justine, I probably had better let you go because it is time for you to go home.

2. Justine E. 's Mother

Q: I am simply going to ask you what you think of certain kinds of occupations and certain kinds of jobs, what you think they are in general, what your opinions are about education. What types of education you think is appropriate for people in general and Justine in particular. I am going to ask you for your opinions about things like that. What it is you tell her, what expectations you have for her, what you would like to see her do and so on. First of all, I would like to know what you consider the purpose or reason behind any person's occupation. What you generally think of when you think about it.

A: Well, I think that there are very favored few people who can have occupations that they really enjoy. And I think that if a child can choose a field in which he really is happy, that he has a great advantage over the multitude of people who are just working for dollar bills.

Q: What kinds of occupations have you thought about for Justine or what has she mentioned to you? Can you see her aim or have you discussed with her?

A: Well, she has had a desire to be a horsewoman for many years. And I feel that she has her life to live and that she should pursue this interest. I feel that we are more successful in doing the things we want to do rather than in being made by parents into other molds.

Q: What is it like being a horsewoman? What do they do? What kind of life would a horsewoman be?

A: She probably, hopefully, would eventually own and operate a stable, teach children how to ride, as well as adults, and also train horses.

Q: Do you see now what I am trying to get at? I'm trying to get at where it is that Justine got her ideas about what this job would be like. How she found out that she'd like to do this, what she thinks she'll be like if she does that and so on.

A: Yes, I haven't actually . . . I think this girl has made up her own mind. Being a ballerina, there is nothing that would have been dearer to my heart than to train her from age 4 to be a dancer. But this she didn't want.

Q: What is it that strikes you about a ballerina? I know we have talked about a lot of these things before, but now we've got to get them down here, so . . .

A: I don't think anything in particular strikes you about being a ballerina. I think some of us have desires to be certain things. I don't think it is the glamour of the profession. It's just that you have this desire to do this.

Q: In other words, it's not the nature of the job itself but the person's own feeling towards it that is important?

A: That's right.

Q: In general, what is it about being either a ballerina or a horsewoman that makes it attractive to you? Or something that Justine would like. Does it have any certain characteristics about it that attracts Justine to it?

A: Well, basically, you have to have a love of horses. This would be the basic thing. As far as the dressage is concerned, I think that when any of us get into a field we really love, we want to learn as much about that field as we can. And dressage is the ultimate in horsemanship. It's by far the most difficult. It's the top rung, so to speak.

Q: In other words, it's an occupation that has room in it for a lot of learning, a lot of developing, something that needs to be mastered rather than something that someone can just step into and do easily.

A: Oh, I should say so!

Q: Do you think that's an attractive feature to Justine that occupation she'd choose would have to be something like that?

A: You mean to be challenging?

Q: Yes.

A: Yes, I think so.

Q: How do you think it was that she came to be the kind of girl who would like a challenging occupation?

A: Well, she has a yearning for knowledge. And, I presume that that . . .

Q: You see, we ask some of these things because the lines of influence are not direct. For example, you will ask a person . . . say, a person wants to be a lawyer and you'll say "How is it that you decided to be a lawyer? Who influenced you?" And, they'll say, "No one. Nobody influenced me at all. I didn't talk to anyone about being a lawyer." You assume first off that there has been no influence. But, when you analyze it a little bit more closely, you find that there are certain characteristics that being a lawyer have--it's a relatively high prestige job, it has a certain amount of challenge, etc. And, it may be that there are other individuals that have influenced a person to want those characteristics which he then finds in law.

A: I see.

Q: So when you say Justine made up her mind for herself that she wanted to be a horsewoman, it may well be that that is the type of occupation that attracts her because of the things you have taught her to like and want that that occupation has. That's why we do what seems like a kind of silly procedure here sometimes. Why we ask you questions that don't seem to be directly relevant. You mentioned that being a horsewoman, one would teach children and adults to ride? Is that an important part of that occupation? Is that directly involved? Is there a lot of that involved?

- A: I would say so. There would be a bit of performing. I think that basically we have found that good riding teachers are rather few and far between. And it is a field that needs good people. To teach the proper way.
- Q: What kinds of characteristics do you think a person that went into that field would have to have? What would a person who became a horse-woman have to be like?
- A: Well, as I mentioned previously, they would have to have a way with animals. Particularly horses. She would have to have a nice personality in dealing with people, and she would have to have an extreme amount of perseverance.
- Q: Do you think that this is a field that has a good deal to contribute socially to society in general and other people to benefit other people?
- A: Yes, very definitely. I think that in some areas it is a great recreational aspect for people. And I think in other areas, such as dressage, the performing, it has a great artistic benefit for people.
- Q: So it is an artistic form, it's an art form of benefit to individuals, to other people? Challenging? There is a possibility for teaching others, for helping others in that way it requires perseverance and effort and in that sense it is a field very much like ballet it seems to me.
- A: Yes it is. I think that is probably why I can understand her desire to do this so well.
- Q: You, yourself, were involved in ballet?
- A: Yes, from the time I was four years old.
- Q: Did you study here or . . . ?
- A: I studied up until graduation time and then I went to a professional school in Chicago.
- Q: Did you perform then?
- A: Yes.
- Q: Do you think that Justine is like you in any regards?
- A: Oh yes, I do.
- Q: What ways do you think she is like you?
- A: Well, now, if I compliment . . . well, I don't know quite how to answer that. She has an extreme amount of perseverance. What she does . . . see, where I compliment her, I'm complimenting myself.
- Q: That's all right. I think honesty is more important than humility.
- A: It embarrasses me, you know.
- Q: Gee, I don't want to do that. Maybe I could lead off by saying I think I'm probably the finest young sociologist in the world.
- A: Oh, that will help. She has a very great desire for learning, for knowledge. But she would like to see the world be a better place for all of us.
- Q: There is a striking similarity in the notes I'm taking down now and the notes I did take down when I talked to Justine.
- A: Really?
- Q: What else do you think she is like? What kind of girl is Justine? Maybe she wants to plug her ears.
- Justine: I'll leave if you want me to.
- A: Well, no. It isn't necessary. Well, I think she is an individualist. And I think that in this day and age, with the norms at school such as they are, it takes courage to be an individualist, to make your decisions as to what you personally want to do. Not what the masses are doing, what the little cliques in school are doing. Do what you personally want to do. To be the kind of person that you want to be. I think that she is doing this.

- Q: Well, you would like to see her become a horsewoman. Would you like to see that happen?
- A: I would like her to become whatever she wants to be. And to be a horsewoman is what she wants to be. As I said before, I think those of us can find pleasure in our occupation are among the favored few.
- Q: So you would be most happy if she did what she would be really happy at?
- A: That's right. That's right.
- Q: What do you think she probably will do?
- A: If we can find a school--I'm quite sure she'll be able to follow her desire. It's somewhat of a specialized thing and not so easy to find a so-called educational form for.
- Q: If that should turn out to be not possible, what else do you think she might likely do?
- A: I don't know.
- Q: Are there any other occupations that have these characteristics that would make them likeable to Justine?
- A: Well, I think anything other than this would be just a substitute as far as she's concerned. There are any number of things, I'm sure, that if she set her mind to she could do very well, such as teaching.
- Q: Do you think she would be good at that?
- A: Yes, I think if she made up her mind that this is what she was going to do she would be good at it.
- Q: Do you think she'd be happy doing that?
- A: Not particularly.
- Q: Are there any other kinds of occupations that you ever thought of or mentioned to her or . . . ?
- A: No.
- Q: About education now. So far, we've talked almost entirely about occupation. Of course, her education is kind of tied up in that same discussion. But, what generally do you think about education?
- A: I think education could go a long ways to curing a great many ills in the world. If we could educate all of the people that are here.
- Q: One of the basic problems, then, you think, is lack of education? It kind of makes me feel good after all I've told you about sociology being a research discipline so to classify things out. What do you think of education in terms of high school students and so on? Do you think college education is generally a good thing for them or it's not for everyone or is it for everyone or what?
- A: No, I actually don't feel that it is for everyone. In fact, I think some students are shoved into college by their parents to fit into this mold, whereas their loves and interests are not in that direction. I think they could be far more successful in other fields, and I think they would wind up being frustrated individuals, even though they eventually achieve this goal their parents have set for them.
- Q: Almost silly now because we all know, but what about Justine? Do you think that college is for her?
- A: I would like to see her able to combine the academic studies with the study of horsemanship. She's a fine student. She has a craving for knowledge. And I would like to be able to find a school whereby both these things could be accomplished.
- Q: But the one is more important than the other?
- A: I'm afraid so.
- Q: Does that make you happy?

A: No. Well, I'll leave it does that make me happy? I think that . . .
Do you mean will it make me unhappy if she doesn't go to college? Is
this what you are trying to say?

Q: Yes.

A: No. I think that if she can follow her chosen field that education
is available to anyone actually who wants to read. There are exten-
sion courses. There is no end to what you can do.

Q: You mean more than just the formal processes of school classes and so
on?

A: Oh, yes. I think that if we don't learn every day, we're kind of a
vegetable. Something we should learn.

Q: I see. Do you think Justine will go to college?

A: I don't know.

Q: Well, we've talked about occupation, we've talked about Justine, we've
talked about education, what you feel about them, what you want for
her. I think that's about all we want to have down formally.

3. Ann B _____: High School Sophomore, Oregon, Wisconsin.

Q: What is your name?

A: Ann B _____.

Q: Where do you live, Ann?

A: K _____ Lane, Oregon, Wisconsin.

Q: When you leave school, when you are all finished with however much
education you want to get, what have you thought of doing? What kind
of occupation, or job, or state of life interests you?

A: Well, I don't know, sort of a lot of things. I change my mind a lot
and I was kind of . . .

Q: Well, just let me ask you just in general. What do you think a satis-
factory job or occupation or state of life or anything might be like?
What sort of criteria would you look for? When you are looking for
something to do.

A: You mean what kind of job would I consider?

Q: Well, does whatever you do have to be satisfactory to you or pleasant
or does it have to be with contact with people or does it have to make
a lot of money or have high status?

A: No, I'll have to like whatever I go into. I mean, there wouldn't be
any sense for me to go into anything I feel if I didn't like what I
was doing or . . . I would like to go into something that would bring
me into contact with a lot of people. And the money part, just a
satisfactory amount. It wouldn't have to be a great amount. Money
isn't important to me.

Q: Just enough to . . .

A: To have a nice life, to be able to have a nice car, a nice home, nice
clothes.

Q: What about the status. The way people rank it in the world. Would
it have to have a lot of prestige? Is that important to you?

A: No, a certain amount, but not a great deal. I mean, I think it is
more important about what I feel about rather than what other people
feel about it because I'm doing it, not them.

Q: Anything else that strikes you as being something that an occupation
or a state of life would have to be before you would want to go on in
it?

A: I would kind of like to have the people closest to me approve of it.

Q: Who do you talk to about these things? Do you talk to anybody about that?

A: I talk to my parents about anything. My parents and I are real close, and my brother and my best friend.

Q: Your parents and your brother and your best friend. Who is your best friend?

A: Her name?

Q: Yes.

A: Rosemary S _____.

Q: Does she live here in Oregon?

A: Yes, around the corner from me.

Q: You talk to these people about what they intend to do or about what they intend to do afterwards?

A: Oh, yes.

Q: What do you think that your parents think of as a satisfactory occupation would be like?

A: My mother is a teacher. She would be very glad if I would become a music teacher. She has her heart set on me getting a college education. And, of course, I want one. My dad is a carpenter and . . .

Q: Why does your mother want you to be a music teacher?

A: Oh, she thinks that it would . . . I would be good at it. I have played the piano for six years and I can sing and I like to dance and I like music in general.

Q: Does your mother like music?

A: She likes music. She's not good at it, but she likes it. She always wanted to be good at it. She tried to take lessons when she was young, but she didn't like it enough to go on. It was harder for her and so seeing that I liked it, she wanted me to be . . .

Q: Do you think that's a major thing that you ought to think about an occupation? Whether or not you'd be good at it when you went into it?

A: Oh, yes. If you wouldn't be good in it, there really wouldn't be much sense in going into it.

Q: Yes.

A: I don't really feel that you would be any good at anything unless you liked it. That's why I want to like something.

Q: I see. What does your father think about occupations? What do you think he thinks?

A: Well, before we moved here, my dad was a farmer all his life, and all of a sudden he just became a carpenter, and he's pretty good at it. And he didn't go to college. He graduated from high school and he would like to see me go through. My brother didn't. He graduated from high school and then went into the service. That's where he is now. And college just wasn't for him. He didn't; he couldn't have made it. He likes water, so he went into the Navy.

Q: I see. What about Rosemary S _____? What do you think she thinks an occupation should be like?

A: Well, until about two weeks ago, she was planning to be a teacher. All of a sudden, she decided that she wasn't going to be one. But I feel so sorry for her because her mother would get actually mad at her if she didn't become a teacher because her mother is a teacher too. Her mother and my mother both teach in the grade school, and her mother would be really mad at her if she didn't become one because she wants her to follow in her footsteps. See, Rosemary has an older sister and she went to Platteville to become a teacher, but she dropped out and got married. And . . .

- Q: Do you think that independence is an important part of an occupation? Would you want to be able to make up your own mind about things and that?
- A: To a certain degree I would like to have a certain amount of independence in anything I do. But when the time comes that I know that someone above me would know more, I would be glad to take orders from them.
- Q: But, in general, about what people like to do, do you think they should make up their own minds?
- A: Oh, yes. I definitely believe that. What good is it going to do if someone makes your mind up but you don't like it but you're forced to go into it? You won't be good at it, you won't enjoy it, it would be a waste of life.
- Q: Have you thought of anything else specifically besides music teaching?
- A: When I was real young I thought of a lot of things. I thought about being a nurse, but then I went into the hospital three times in one year and I kind of changed my mind.
- Q: In the hospital?
- A: Right. I didn't want to see one again. And I was going to be a regular teacher like my mother. And then I was going to be a music teacher, but I know I'm not going to be a music teacher, but I kind of would like to get into something with music. I don't know exactly what. I thought about being a nun. I'm Catholic. But, right now I thought a lot. I wanted for a long time to become an actress, sort of. Then I thought I would like to act for a while.
- Q: Well, let's talk about each of these things. Did you say you might like to become a nun? Why is that? What is it about being a nun that interests you?
- A: Not so much anymore, but when I was younger I thought real seriously about it and I told my mother and she was really surprised, but she didn't say that I couldn't, she didn't condemn it. She said, well, if that's what you want, that's fine with me. And I think in the back of her mind she knew that I would change my mind.
- Q: In general, what do you think she really felt about it? Do you think she was in favor of it or not?
- A: My mother, I think, would be in favor of almost any occupation I chose as long as I hurry up and choose it. She's getting very impatient with me. It is because she is going by herself. When she was in third or fourth grade, she decided she was going to be a teacher, and that's all there was to it. That was her main idea all through life, and that's what she became. But me, I change my mind so many times. She says now you're a sophomore in high school, you don't know and I knew when I was in third grade. "But so what?" I keep saying. "I will eventually find something and there is no sense in . . ."
- Q: What is it about being an actress that is interesting? What do you think being an actress would be like?
- A: I think it would be exciting, but hard. The hours would be long, and it would take a lot out of you. But I think it would be very rewarding to perform and give a good performance in front of people and to make people happier in whatever you did within a play you were in. And, I don't know, I think it would be kind of a neat life, but I will never try to be one because I myself know, no one has to tell me, I don't have the talent. I've never tried or anything, but I like a lot of things, but I'm not especially good in them.
- Q: What makes you think that being an actress would be exciting?

A: It would be a lot of fun, in a way. I mean it would be fun at times, it wouldn't be all fun.

Q: Where did you get the idea it would be? Did you talk to anybody about it or is it from actresses that you have seen or books that you've read or . . . ?

A: Oh, mostly books that I have read about drama and movies and actresses that I know, popular actresses of today.

Q: Any in particular?

A: I don't really have a favorite actress. I like a lot of them. I like the teenage actresses of today that have shows. I think that would be a lot of fun. Like Patti Duke and Gidget and those shows. I think they're really neat.

Q: Anything else you've ever thought about being? Ever thought about being married?

A: Oh, yes. I've thought about being married, but not for a long time. I want to do a lot.

Q: You're only going to be married for a short time?

A: I'm going to be married for a long time, but not for a long time yet.

Q: I see.

A: I hope. You never can tell about those things.

Q: What do you like about being a wife? What do you think being a wife would be like?

A: Well, from viewing it by myself towards my parents, it would be O.K. But I want to do so many things before I get tied down. Because I feel once you become a wife, you are tied down. I want to go to college, get my schooling, travel, have a lot of fun. Not that I don't think marriage could be fun, I mean, it can be any kind of a life you make it.

Q: Do you think traveling is important as a part of an occupation or something that that occupation lets you have time to do?

A: I would like very much for my occupation to give me time to travel.

Q: So, one of the important criteria of work in general is that it lets you have some time?

A: I would like as much free time as I could get. I think anybody does.

Q: Did you ever talk to anybody about this? To your mother or your father or your brother or Rosemary or maybe somebody else? Traveling?

A: Oh, yes. All of those people know that I want to travel when I get out of school or even in the summers when I'm going to school if I can afford it.

Q: Who do you think, of the people that you talk to, is the most in favor of traveling or likes it the most? Where did you get the idea you would like to travel?

A: Well, Rosemary likes to go to the same places I do, and she likes to travel. There's no doubt about it. My dad is not that much of a traveler. But my mother and brother love to travel. I think especially my mother. My mother has been gone the last three summers to parts of the United States for 2 1/2 or 3 weeks or 3 1/2 weeks.

Q: Particularly your mother then?

A: Yes.

Q: She likes that?

A: She likes to travel a lot. She wouldn't like to go to Europe or any place like that. She loves to travel the United States.

Q: Well, what about you? Would you like to go to Europe? =

A: Yes, very much.

Q: How is it that you come out with a different opinion than your mother?

- A: My mother . . . foreign countries are kind of . . . she wouldn't appreciate them. She wouldn't like them. The scenery she would like, but the people would be all strange to her because my mother doesn't speak a foreign language or anything like that where it would be different. While in the United States she thinks it's marvelous. She has seen almost all of it and she loves it.
- Q: Who can you remember having talked to over the past about travel?
- A: I talked to a lot of people. Anybody who talks about traveling, I talk about traveling to. I mean, all I can do is tell them where I want to go.
- Q: Where would you like to go?
- A: I would like to go to Europe and to Spain, Italy, and Germany, France, Great Britain and to Ireland. And to Switzerland, I want to go to Switzerland.
- Q: What's there you want to see?
- A: Scenery. The scenery and the people I think would be very interesting. Every place I want to go there has to be something that wants me to go there. Like most of the places I want to go have a beautiful country, something to do with history, people that I think would be interesting, beautiful scenery. I want to go to Hawaii real bad. My brother has been there already. He loves it and he wants to go back. I want to go there real bad. I've always wanted to go there.
- Q: What do you think about education? What do you think education is like? What do you think school is like?
- A: I like school. I think that . . .
- Q: These little boxes are just something we use to keep our responses clear.
- A: Oh. It is a necessity today, education, to become anything at all. I want a lot with my life, so it is very necessary to me, I think. I like it, I mean, if I didn't like it, I don't think I could go on no matter what, but I do. There are certain subjects I like better than others, but I try to struggle through the ones I don't like.
- Q: Who talks to you about school? Who do you talk to about school?
- A: Mostly Rosemary.
- Q: Does she think it is necessary?
- A: Oh, Yes, she thinks it is necessary. We agree on this. We agree on a lot of things.
- Q: What about your mother?
- A: Oh, my mother. It's definitely a necessity as far as she is concerned.
- Q: How about your father?
- A: Oh, my father would like very much for me to have one. But it wouldn't kill him like it would my mother if I didn't go to college, if I did something else, took another job or . . . My mother, it would really be a blow to her because she wants me to have a college education so bad and become something.
- Q: Let me ask you a couple of interesting questions now. If you could do anything that you wanted to do, nothing stood in your way at all, for a living, I'm asking now if you could have any occupation that you wanted, what would you like?
- A: To become a singer.
- Q: Why?
- A: I love it.
- Q: Why do you love it?

A: Oh, I've loved to sing since I was very young, and not that I'm so great at it, but if there was nothing in my way. I know if I tried there would be a lot of things in my way.

Q: Well, what is it that there is about singing that's intriguing you?

A: It's something I like. It's . . . I like it very much and it's interesting to me. It's music and I love music.

Q: What does a singer do?

A: Sings.

Q: Besides that?

A: Oh, travels.

Q: Travels. What else?

A: Lives an interesting life, I think.

Q: In what sense?

A: I don't know. I love to travel and I love to sing, so that together would be, I mean, a very good life for me.

Q: Does the audience make any difference to you?

A: Oh, yes. The audience makes a lot of difference. They . . . I would like to be able to sing to an audience and have them really like it. To be able to get them to listen to the song as I hear it, as I sing it.

Q: Have you ever sung before an audience?

A: Oh, yes.

Q: When did you usually do that?

A: Oh, just little things like P.T.A.'s and things like that.

Q: What do people usually think about it? Do you get many comments? I mean, if they tell you you're great, I want you to tell me. I don't want you to be shy, and if they tell you you're terrible, tell me that, too.

A: They tell me I'm good.

Q: You have a talent for that then, you think?

A: Oh, I wouldn't really call it a talent. I can hold up with anybody else as far as singing goes, but I'm no great singer. I like it.

Q: Who in particular tells you that you sing well? Does Rosemary think you sing well?

A: Yes.

Q: What about your mother?

A: Yes.

Q: Which one do you think thinks more of your singing?

A: Oh, probably my mother. Because Rosemary sings too. She likes to sing.

Q: Anybody else?

A: It's kind of . . . I can be singing, I'll just be singing, and someone hears me and they'll say, "Ann, you have a good voice." That's all, just a comment. Lots of people have good voices. There's no great thing about it.

Q: Is there anything else that you might really want to be, you know, if nothing stood in your way, you could be anything. You know, like you want to be Queen of the world, President of the United States?

A: I can't think of anything really. There are so many fields that I haven't really thought about, so many fields that I don't realize exist, that I want to look at before I graduate from high school. And I imagine I'll find something. It will probably be something real different. Because all the normal things that girls want to be I don't want to.

Q: Now let me ask you a hard question. If you had to make a guess now as to what you would be, what would your best guess be? What do you think you are likely to be?

A: What'll I end up being? I don't really have any idea. I know all the things I don't want to end up being, but I'll probably end up being one of those.

Q: What don't you want to be?

A: I don't want to be a secretary. I don't want to be a nurse. A teacher. Or anything like a waitress or a clerk in a store, anything like that. Anything common, anything anybody else wants to be. Because those don't interest me.

Q: Why not?

A: I don't know why they don't interest me. They just don't.

Q: What does a secretary do?

A: Types, dictates, files.

Q: Is that interesting?

A: Not at all. Boring. I would go crazy if I had to do the same thing every day, like I couldn't stand over working in a factory or anything that's monotonous, that I did over and over, the same thing.

Q: In other words, the reason you don't like all these occupations is that they're boring and monotonous to you.

A: They don't interest me. They don't hold my interest and I feel that I would get tired of it too quick.

Q: What makes you think that? Talk to anybody about that? Do you know anybody who is a secretary?

A: Yes. They love it. I know a girl that is working in an office. She's 18 and she loves it. She loves her work. She files, answers phone calls.

Q: Is she anything like you?

A: Not at all. Completely opposite.

Q: What's her name?

A: Carol J. . . .

Q: Where does she live?

A: She lives up by where I used to live. Ironton, Wisconsin.

Q: It's a long ride, huh?

A: Eighty miles. I used to live in that town.

Q: She is different from you?

A: She's very different. She has been going steady since she was 14. She's engaged to a sailor and all she is living for is the day she gets married. She has never gone out with anyone but him. She's wasted all four years of her high school. Hasn't had any fun. Well, not fun as far as I see it. But I want more from life than that. Just staying at home, doing things with girls is fun to her without Ronnie.

Q: She's kind of routine?

A: Routine, very. She's just waiting. She's spending all her life . . .

Q: She likes this job. But she told me herself, she says it's something to do when she's waiting because all she is living for is to get married.

Q: And you would like to remain unattached?

A: Until I'm probably 24.

Q: Oh, when you get real old?

A: Well, my mother and my dad were 27 and 29. I suppose . . . and there is a lady up the street and there is a lot of teachers that my Mom used to know. They are all married now, but they were all old maids when she came . . . 26, 27, 25 before they got married, and they are glad that they waited and I know I will be too.

Q: Now, let me think. I've got to keep all these people straight. You say your mother was married when she was 27. Lady down the street? Oh, I don't want to know her name.

A: I can't remember exactly when . . . She was 25 or 26.

Q: Any of the other people that you know?

A: My dad was 29.

Q: Are these people like you in any regards?

A: I think so.

Q: How are they like you?

A: They wanted to do so much before they got married they were willing to wait. They liked to travel and they were glad to wait. They wanted to do a lot of things before they got tied down. And most of them did and they are glad they did.

Q: Would you say that it would be fair to say that you're ambitious then?

A: Oh, I suppose I am in a way.

Q: I don't mean ambitious for status, but you would like to do a lot of things.

A: Oh, yes, I want to do a lot of things, a very full life. I like to be busy every minute. Never a dull moment.

Q: Did your mother ever tell you that you were ambitious, on the go all the time?

A: Yes, but not at home. There's always work I'm supposed to do. I'm always gone. I'm never home. I don't like to work around the house or anything because I don't even want to think of keeping a house or anything like that. Not that I can't do it. I can cook. I can clean, wash, iron. I like to, too. I mean, I don't mind doing it so much, but I know I'll be doing it most of my life when I get married, so I figure that will be long enough. I want to avoid it now.

Q: Would you say your mother is that way? Or was that way?

A: I don't know. Now she'll . . . She has always had to work. There was four children in the family and they lived on a farm and it was kind of hard, so she's a good worker.

Q: Would she want you to be this way?

A: I don't know. She yells at me a lot because she says I don't do enough, as much as I should. And I'm sorry, I would like to do it. I just never get time.

Q: How did you get to be that way? Your mother's not like that.

A: My dad's like that.

Q: Do you think you are like your father?

A: Oh, yes. I'm like my dad in a lot of ways. I look like him and I act like him. He's a good worker, too. He has worked hard all his life. First he was a farmer and now he's a carpenter. He's not afraid of work at all. He's a very good worker, but he loves to have fun and go places.

Q: What is your father like?

A: What does he like or what is he like?

Q: What is he like?

A: Oh, he's almost 51 years old and he loves to go . . . go out all the time and have fun. Be with the guys and go out and play pool . . . fish, sports, hunting, fishing. He's sick today. I gave him a cold.

Q: Everybody has got that up in Madison.

A: Everybody has got it here, too. I gave it to . . . First I got it, then my mother got it, now my dad has it.

Q: So, you say in that regard you are like your father?

A: Yes. He's a very fun-loving person.

Q: What about education? Let's get back to that. It's fun and also necessary?

A: Going to school can be fun. I mean, like I was sick two days this week and I missed it. I missed not so much the work. I missed the association with the kids, my friends and seeing people and . . . Because school to me is not all work, not all play, but a combination of both.

Q: Would you like to go to school on further?

A: Oh, yes.

Q: If you could go to any school you wanted to, nothing else stood in the way, what would you like to do?

A: You mean college?

Q: Yes.

A: Oh, I don't really know which college I want to go to.

Q: Well, would you like to go to a college or a university or a . . . ?

A: I haven't really thought about it too much. It doesn't matter. I would go to either one. I think I would consider a lot what college could offer the best of what I want to take.

Q: Let me ask you this. What is a college like and what is a university like?

A: I don't know.

Q: What is the difference between a college and a university?

A: A university is bigger, isn't it?

Q: Well, I just want to know what you think.

A: I don't know. I haven't really thought about it.

Q: What do you learn there? What do you do there? At either place.

A: It is hard. I've talked to kids that go. I know the work is hard. You have a lot of work, but you learn what you want to be.

Q: Is it training for an occupation then?

A: Yes, that's what I would call it.

Q: Do you know anybody that goes there or went there?

A: I know kids that go to the University of Wisconsin.

Q: What kind of people go to the universities?

A: Most of them are good in school, that I know. They work hard and they want a lot out of their lives. They're working towards an occupation.

Q: Do you think you'll go to a college or university?

A: I hope to.

Q: Do you want to?

A: Very much.

Q: Why? Why do you want to?

A: Well, because without it, I can't become whatever I want to be. I mean, I'm sure that whatever I want to be will require a college education and I want very much to go to college. It can never do you any harm. You can always use it some way.

Q: What makes you think it is necessary to do what you want to do? Did you ever talk to anybody about that?

A: No, I have never talked to anybody about it. But I think it is very necessary to do what you want to because if you have to do something you don't want to do, you're not going to be good at it, you're not going to like it, it's going to be monotonous.

Q: How do you know that college or the university is necessary for that? Did anybody ever tell you it was?

A: No, I just . . . not really. I feel that it would be because you can't become a teacher without going to college. You can't become a lot of things. Now, though, I don't want to be a teacher, but I'm sure that whatever I do want to become, I will have to get a college education for it.

Q: Do you think your mother thinks that college is necessary? Has she ever said this?

A: Very. If not only for my own benefit, but for how happy it will make my mother, I want to go to college.

Q: What about your father?

A: Oh, I'm sure my dad will be glad, but . . . really just my mother because my dad, it wouldn't . . . If I went and became a secretary or some other good job and still have a nice life, it wouldn't matter to my dad because he didn't go to college either.

Q: I see. But you think you probably will go?

A: Oh, yes, I hope so.

Q: O.K. now. Do you think that you are an intelligent person?

A: Oh, I'm kind of an average student, I'd say. I'm better in most things. I have no trouble with anything, but any math or any science I don't like at all. And I don't mind biology and things like that, but as for a science as far as that goes, but anything like general science or anything like that I don't like. And I hate any math. Algebra, geometry, I hate it all. I've always hated math, always.

Q: Does Rosemary like that?

A: No, she hates them both, too.

Q: She hates both of them. She doesn't like any kind?

A: I hate math and I hate science. Oh, biology she didn't mind, either.

Q: Is she like you in that regard? She doesn't like the math, but she does like the other things, social sciences or . . .

A: We are both better in other things.

Q: What about your mother?

A: My mother is real good at English. And she has corrected me since I was two, and so I have always been brought up with good English, so it comes very easy for me. But . . .

Q: What makes you think you're an average I.Q.?

A: I don't know. I'm . . . my mother told me that. That I'm average. I asked her once what she would call me. And she said I'd call you a high average student.

Q: Well, do you think that Rosemary will go to college?

A: I don't know.

Q: Why wouldn't she?

A: I know she wants to, but my mother told her mother that she doesn't know if she'll make it at all. But this year Rosemary's working a lot harder than she has ever worked. She has a lot of trouble with algebra. She had to drop it last year and she is taking it again this year and she's coming along good, real good. All of the other subjects she is around the same as me, A or B.

Q: Is there anybody else you talk to about anything that you spend some time with? Do you have a boyfriend?

A: Yes. I talk to him because he's real bright. He goes to this other school and he's been representative to Badger Boy's State and he's president of Student Council.

Q: What is his name?

A: Dave H . . .

Q: Where does he live?

A: In Brooklyn. His brother went to the university, but he's not bright like Dave.

Q: What does Dave think about what a woman should do when she . . . ?

A: I don't think it really matters to him because he's . . . I don't even think he's planning to go to college. I mean, he could, I know he could. But I imagine he probably will. He'll go to some school, I

know that. I'm pretty sure he'll go to some school. I hope so. Anyway, it would be a shame to waste him.

Q: What does he think that school is like? Education is like?

A: Oh, he doesn't mind school. He has never said that he did or anything. . . He must like it.

Q: Does he think you sing well?

A: Let me see. I don't know whether he has ever said or not. I don't really sing in front of him. I wouldn't like to sing in front of him.

Q: What does he like about you?

A: I don't know. I never asked him.

Q: If you went to college, would he be happy or sad?

A: You mean if I went away?

Q: No, I mean if you went on to college, assuming that you didn't have to go away from home or anything.

A: Well, if I didn't have to go away from him, I don't imagine that he would mind.

Q: Would he be happier if you were a singer or a secretary?

A: A secretary.

Q: He'd rather have you be a secretary?

A: Yes, I'm pretty sure.

Q: Do you think he has much influence on your life in the sense of picking out what you want to do?

A: Not at all. I appreciate his opinion and I listen to it, but I make my own decisions and he's the type that if he got married, he would want his wife at home. He wouldn't want his wife working with a college education or not. I think I know him well enough to say that. I hope so.

Q: Let me talk about some of these people that you mentioned. Say we were talking about a job, you know, about work, and you had a bunch of opinions from these different people. Who would you be more likely to listen to--Rosemary, your mother, your father, or your brother or your boyfriend?

A: If they gave me an opinion about a job I wanted?

Q: Yes.

A: Probably my parents.

Q: Which of those two?

A: Probably my mother.

Q: Why?

A: Because I've always considered her a fairly intelligent person and I would listen very attentively to what she told me because it's almost always right. She knows more than I do and she can judge. She has gone to college, she's gone to summer school, she's earned a degree, she has won scholarships.

Q: What about education? We were talking about schools. Which of those people would you be most likely to listen to?

A: You mean if I . . .

Q: Just what we were talking about, whether you should go on to college or not and everyone had a different opinion about it? Which one would you be most likely to listen to?

A: You mean, if I . . .

Q: Just what we were talking about, whether you should go on to college or not and everyone had a different opinion about it. Which one would you be likely to agree with? Your mother, your father, your brother, Rosemary, Dave?

A: Probably mother again.

Q: Would you be more likely to believe your mother than your guidance counselor here?

A: No, I would listen to both of them equal. I'd make up my own mind, but I'd listen to both of them. I think they would probably say about the same thing.

Q: If they disagreed, who would you listen to? Be honest.

A: I would listen to both of them, but I would make up my own mind. I would listen to both of them and I would hear both sides and then I would decide which one I wanted. I would let them give their own reasons for what they think and why they think it and then I would make up my own mind on why I think it.

Q: Who would you say is the person who has the most influence on your life up to now?

A: My mother. My mother and my father, especially my mother. My brother, he, well, he hasn't been around for a year now, but . . . about social things, I would listen to my brother . . . What I should do here; what I should do there . . . Who I should go with and what he's really like. And I could always ask his opinion because he is a boy and he knows him as a boy, whereas I only know him as a girl.

Q: Who is the most competent person you know, talking about what people do for a living, occupations or jobs?

A: Probably my mother. I mean, I don't talk to that many people in detail about it. And with the people I do talk about it. . . well, like I don't talk about it much with Dave and I don't really talk about it that much with Rosemary. I talk about an occupation more with my mother than anyone else.

Q: Who do you like better, Dave or Rosemary?

A: Rosemary. I've been best friends with her for a long time. I can't really compare that because one's a boy and one's a girl, and one's my best girlfriend.

Q: Why is Dave your boyfriend? What do you like about him?

A: I like him. He's real nice and he's real sweet. He never hurt me and he has done everything he could for me always. He has a good sense of humor and smart, goes out for athletics, is popular and everything I could want, I guess.

Q: Is there anybody else that you know that you talk to about anything at all from time to time?

A: I talk to my cousin whenever I see her. I talk to close friends I used to have. Like I still see some of them now occasionally. Not very often because of the distance. But I do see them. And my cousin lives in New Berlin and I talk to her whenever I see her, which isn't too often either.

Q: Well, I think that's about all we need now. I'm really happy you could come in here. I took you away from your studying. I'm sorry. I know you wanted to sit there and study.

A: That's O.K. I'm a great talker. All I have to do is read history anyway.

Q: I think I kept you here too long. I'll see if I can get you a note from Mr. S. if you need it to get into your next class.

A: What time is it?

Q: It's 2:30.

A: No, I don't. The bell hasn't rung yet, I don't think.

Q: Thanks a lot.

A: I don't mind missing chorus anyhow. I've got a bad cold and I don't sing, I kind of fake along. It hurts. I have a sore throat. Are you going to call in another person next hour?

- Q: We'll probably get somebody else in here to talk to them.
- A: Have you called in one from each year?
- Q: No, we are limiting it to sophomores. People in the last year they have to be here.
- A: Boys and girls?
- Q: Yes. What does your father do for a living?
- A: Carpenter.
- Q: Oh, that's right. I took that down. Let me see if there's anything else. What do you think a person like you would want to do? Not you, but a person just like you?
- A: If they were just like me, they would probably want to do just what I want to do.
- Q: Do you know anybody who is just like you?
- A: Rosemary is quite a bit like me. We are quite a bit like each other. We were very different, almost as different as night and day when we met. And then the three years that I've been here . . . I wasn't best friends with her the first year I was here and half the second year. But I was friends with her. We hung around in the same group. There was four of us. And then one girl moved away and that broke us up and then another girl started hanging around with a different crowd and we just naturally became best friends. We got to know each other better and we've been best friends since. And I've become a little like her and she has become a little like me.
- Q: If you found out that Rosemary was going to go to secretarial school next year, what would you say?
- A: I would faint.
- Q: You wouldn't believe it?
- A: No, she wouldn't want to do that, either. It would be pretty monotonous for her, too.
- Q: Accredited School of Beauty Culture in Milwaukee?
- A: No, I thought about being a beautician, too. I like to work with hair, but I couldn't do it day in, day out. That's all I would do. I'd sit there and fix hair, I'd cut, I'd wash, I'd set, I'd comb out. I would go crazy. It's too monotonous. I like to look nice, wear just the right amount of makeup, wear my hair in a pleasant, appealing style, looking fine. I just washed it last night, so it isn't looking too well. Wear nice clothes and have them look nice on me. But as far as going to beauty culture school, I wouldn't do that. I think a model would be an interesting life, but I would never attempt to be one, but I would admire anyone that became one. I think from what I've read and what I've seen, I think it's a hard thing to do to be a model. You have to be so perfect all the time and work so hard standing long hours and always look your best.
- Q: I'm just writing down exactly what you say, so you know what is exactly there. I had better let you get to class.

4. Rosemary S ____: (Ann B ____'s best friend)

- Q: Did Ann B ____ talk to you about the interview?
- A: Yes, she did.
- Q: Well, we're on the right track. I would have predicted that. I would also have predicted that it took her only about ten minutes to get it back to you. Do you have a copy of Protocol with you so you can watch what I'm doing?

A: No.

Q: Oh, that's all right. This is part of the questionnaire which we are starting to construct now. First, we're going to talk about two topics that are most important to us. We're going to ask you about occupations and we're going to ask you about education, and we're going to ask you about Ann. What we want are your opinions. That means that it is impossible for you to be wrong. Whatever you say, it's got to be right. Oh, Rosemary, do you have an ashtray before I start out?

A: Yes.

Q: Anytime, anywhere, through that you want to ask me a question, you want to stop me, by golly, just go ahead and do it. If you don't want to answer me, tell me that, too. First of all, I would like to know what you think about occupations in general. What they seem like to you or what the purpose behind a person's occupation is.

A: Well, I think that a person's occupation is just how far they could go. And . . .

Q: You can watch everything I write down. I'm going to write down exactly what you say.

A: Well, I don't understand exactly what you mean. You mean just any occupation?

Q: Whatever people do for a living. What does that mean to you? What a job should be. What a person should look for in an occupation.

A: Well, I think they should be able to better themselves in everything they do. That they should have an occupation that they like and as the years go by won't bore them so they won't get sick of it.

Q: Won't become boring in time? Won't get sick of it? What would an occupation like that look like?

A: I think like Holmes Tire and Supply or Tool and Die Maker or something of that nature which is just the same thing everyday.

Q: They would be boring. What would a good one look like? Not necessarily a specific one, but what quality would a good occupation have?

A: Well, I think a teaching job where you meet different people every day. Where you would have different situations and there is always something to look forward to. It's not just the same schedule.

Q: It's different every day. Not routine then?

A: Yes.

Q: Have you ever thought of any particular kinds of occupations that appeal to you that you think are . . .

A: Oh, yes, I want to be a kindergarten teacher.

Q: You want to be a kindergarten teacher. Why?

A: Well, I like children and I just think that would be the most interesting grade to teach because they're so funny and cute.

Q: My cute little boy today, he's only two weeks old, and he very cutely burped all over my coat.

A: Sounds like my niece.

Q: He's been trying to win me over the past couple of days. He figures he's got me in his pocket, he doesn't have to worry anymore. What do you think Ann would most like to be?

A: I know she doesn't want to be any kind of a teacher. Because her mother is a teacher and she's just had too much of that. I don't think she really knows yet. At least, she hasn't told me.

Q: Do you think Ann would be undecided about what she wants to do?

A: Yes.

Q: What kind of a job do you think she'd look for if she didn't have a special one in mind?

A: Well, she's awful quick in music. And I know she likes it a lot, so maybe something in music.

Q: Because she's good at it?

A: Yes, and she likes it too.

Q: What would you like to see her be?

A: I would like to see her a teacher.

Q: Why?

A: I think she has all the characteristics of a good teacher. She's understanding and she knows how to cope with different situations, and I think she'd make a real good kindergarten teacher because of her ability to play piano and to sing.

Q: Have you talked to her about that?

A: Yes, but she's just not interested in it, I don't think.

Q: Have you tried to talk her into it?

A: Oh, yes.

Q: She didn't put up with it?

A: No. See, we want to go to the same college. And I want her to be the same thing that I am, but she doesn't want to be it.

Q: What do you think she is going to end up being?

A: That's really hard to say. I don't have any idea. She just doesn't . . . she hasn't said anything except teaching, maybe. She doesn't want to at all, but she says she'll probably end up doing that.

Q: Well, then you say she's good at music. What makes you think that she's good at that?

A: Well, she plays piano and does real well at that. And, of course, in chorus she has a very nice voice. She's got a good sense of rhythm.

Q: Do you think she might like to be a pianist or a singer or . . .

A: Oh, yes. A singer she would definitely like to be.

Q: What do you think about that?

A: Unless you're really good, you don't have much of a chance. I think that if you can make it, it would really be nice.

Q: What about education now? What do you think education is like?

A: You mean college?

Q: In general. Just education in general. What does that mean to you?

A: Just learning to your fullest ability.

Q: Anything in particular learning?

A: You mean like a subject?

Q: What is it you learn?

A: You learn how to . . . well, people . . .

Q: You learn people?

A: You don't learn people, but . . .

Q: You learn about them?

A: You see different kinds of people. You learn how to accept their ways, their points of view.

Q: What kind of education would you like to have? What have you got in mind for the future? What would you really like?

A: Well, I want to go to Oshkosh. And I want to go into teaching, education. And I would like to get a minor in English. I would like to major in music.

Q: Major in music, huh? Within the education major?

A: Yes.

Q: Why is that?

A: My mother is a first grade teacher, and that's what she has done, and that's the way I'm going to do.

Q: I see. Do you like music?

A: Oh, yes. Very much so.

Q: Would you like to have music in part of your career then?

A: Well, as a kindergarten teacher I think you would run across that a lot.

Q: Yes, I remember way back in my kindergarten years I had a teacher named Miss H_____. I can remember our skipping around the room and her playing the piano . . . my hands out like an elephant, you know?

A: And Pokey Bear?

Q: That's right. I had my first girl friend. I don't think she really loved me, though, because our romance only lasted a very brief time. I don't think she really appreciated my tender feelings. What do you think is your best guess of what you will probably do about education? Do you think you'll end up at Oshkosh?

A: Well, either Oshkosh or a small university like Platteville or . . .

Q: You are fairly sure then that you will go on?

A: Oh, definitely.

Q: A small college or . . .

A: Not the university, though.

Q: You don't like the university?

A: No, I probably wouldn't make it.

Q: Do you think it's harder there?

A: Yes.

Q: Do you think a small college is not as hard? Or is it something else?

A: I don't think it's as hard. From kids that I've talked to who have gone to the university and gone to college, one of them ended up going to a small college. My sister's best friend did that. She started at the university and it was too hard for her. She went to college then and did real well.

Q: I see. Anything else that you like about a college that's different from the university?

A: No, I think that's about it. I don't like the social life at the university.

Q: What is it about the social life at the "U" that you don't like?

A: Well, they seem so wild.

Q: What do you mean wild?

A: They are so crazy, a lot of them. Whenever you hear something bad of Madison, it's always the university.

Q: Yes, we have a lot of wild students up there, like Miss S_____ there. Got to watch her every minute. What do you think Ann is going to do about college? What would you like to see her do most?

A: Well, I know she's going to go to a small college like me. We want to go to the same one.

Q: Is that what you would like for her too?

A: Oh, yes.

Q: Small college like Oshkosh? Why do you pick Oshkosh? Why not some other small college?

A: Well, my sister went to Platteville. Her best friend went to Oshkosh and told her Oshkosh was much better, and I was just listening and I didn't like Platteville.

Q: See, now we have to track down your sister's friend for significance for you.

A: I know which one it was.

Q: It doesn't make any difference, you see. She influenced your choice and you don't even know her.

A: I know her, I just can't think of her name.

Q: That's all right, we aren't going to track her down. You are a significant influence. Why do you want to see Ann go there? Why do you think she wants to go there?

A: She wants about what I want as far as college goes. We're real close friends and I would hate to think of not seeing her sometimes. We hardly go a day without seeing each other.

Q: Yes, Ann is a real nice girl. I was impressed with her when I interviewed her. What do you think that Ann is like?

A: Well, in a lot of ways she is quite sad. She's had a real hard life. Her father is about an alcoholic and her mother and him fought quite a bit. She's had it real hard. And she's got a complex about herself. She doesn't think she's very neat. And in a lot of ways she puts up a big front because she is always laughing.

Q: She doesn't think she's neat? What does that mean?

A: She thinks she is ugly.

Q: Oh, that's silly, to tell you the truth. She thinks she's ugly? Where did she get an idea like that?

A: She says she just looks in the mirror.

Q: What do you think?

A: Oh, no.

Q: Have you told her?

A: Oh, yes. Everybody tries to tell her, but . . . She's been sick a lot, too, when she was smaller.

Q: What else is she like? What kind of person is she?

A: Well, she'll never tell a lie. She's very truthful. And she usually doesn't gossip. She wouldn't say anything bad that she wouldn't tell the person themselves. She's straightforward. She'll tell you something that's wrong. Like if she doesn't like something you're wearing and thinks you'd look better in something else, she'll tell you. She's quite smart. Her point of view everybody usually listens to.

Q: Is she like you in any way? Are you two alike at all?

A: Not in that way. We like the same things, same clothes, the dancing, but . . .

Q: Dancing? What kind of dancing?

A: The discotheque.

Q: Who do you usually dance with?

A: Boys. I go out with a lot of different boys, where she's going steady now. and We dance with each other quite a bit too.

Q: Who's she going steady with? Do you know?

A: Dave H_____.

Q: Oh, that's right. She mentioned that.

A: She wasn't going steady then . . . about a day after, though.

Q: Do you know where he lives? He lives here in Brooklyn?

A: Yes. I think he has influenced her way of thinking a lot, too. Because he is real smart and he's on the honor roll.

Q: She said he was smart. He's in student government?

A: Yes, he's our Student Council president, Prom king, and he's real popular, and he wants to go on to the university.

Q: He likes those wild kids, huh? Is he a wild kid?

A: No. His brother went to the university and flunked out, though.

Q: I see. Was he bright too? His brother?

A: He got B's. Straight B's.

Q: Anything else you think about Ann? How she's like you?

A: She likes the same things as far as . . . she has the same taste in boys and things.

Q: Just for my own information, what is it girls like in boys?

A: They don't like a boy that's too nice to them. Or a boy that tries to own them. Good dancer. Good personality.

Q: What is a good personality?

A: Oh, I think someone that is never down and out. Can always cheer people up.

Q: Anything else that makes a good boy?

A: They have to be fairly good looking, but that's really not too important. And they should be truthful and they should treat a girl real nice.

Q: But not too nice?

A: Right. And they should go out. They should never just go with one girl. Then they get too sure of them.

Q: I see. Would Ann agree with these statements?

A: Yes.

Q: She's going to go steady with this guy anyway though?

A: Until summer. So she can go to Prom.

Q: Oh, I see. An ulterior motive here. That's what I like about these straightforward women. That doesn't fit into being straightforward. Do you treat boys nice? I mean do girls usually treat boys nice in return?

A: Well, I don't, but Ann does.

Q: She does?

A: Well, no. She used to be real mean to Dave, but Dave never would go out on Ann, but she would always go out on him. Then once Dave went out on Ann and she just about had a fit. So that's when they started to go steady.

Q: Do you think you two treat boys about alike or are you different from her?

A: Well, she's gone with Dave for more than 2 years, and I've never gone with one boy for more than six months.

Q: I see. What about in school? Are you people alike in school or different? Is she like you in many ways or are you like her?

A: Well, we get about the same grades. Take the same subjects. German is both of our favorite subjects, I guess. She's better in math than I am.

Q: Is that the main difference?

A: Yes. We both like the same teachers.

Q: Well, is there anything else you want to ask, Betty?

Miss S ____: No, I think that's about it.

Q: I think that's about all we want to know, Rosemary. Unless there is anything you want to say.

A: I don't think so.

Miss S ____: Were there any of our opening questions that we would want to ask our significant others, such as Rosemary's father's occupation?

Q: Yes, we should probably take that kind of data. We've got that you live in Oregon. You're a senior, right?

A: Sophomore.

Q: That's right. What does your dad do?

A: He's a foreman at the B ____ Farm Dairy.

Q: And how old are you?

A: Fifteen. I'll be sixteen in March.

Q: I think that's about all we need, then. I really appreciated it, Rosemary. You're real nice to talk to. I think that you should convince Ann that she's not ugly, because she's not ugly.